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The Beyond Bethany Mentorship Program: Equipping Volunteers to Support Asylum-Seeking Women

Erin Bugajski

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Capstone Project completed in partial fulfillment of the

Doctor of Occupational Therapy Degree

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Contents

Abstract

There are a number of factors that negatively impact the integration of asylum-seekers into the culture and society of their host countries. This portfolio describes the creation of a mentorship intervention to support the integration of asylum-seeking women in an urban community. This included the creation of a mentor role description, application, virtual training, and follow-up surveys. The initial training included 5 mentors. Survey results indicated that mentor training positively impacted volunteer self-perceived readiness for mentorship. It also positively impacted their self-perceived ability to practice trauma informed care and cultural humility in their relationship with their mentee. This project suggests the value of occupational therapy knowledge and skills in the support of persons seeking asylum. Implications of this project include opportunities for advocacy at the local and national level.

Introduction

Bethany House of Hospitality (BHH) in Chicago, IL, is an alternative to immigration detention for women who are seeking asylum (Bethany House of Hospitality, 2022). While living at BHH, women receive food, housing, funding for medical and dental treatment, and tuition assistance. Additionally, Bethany House assists residents in accessing legal support to navigate the asylum process. The average length of stay for Bethany House residents is ten months. During this time, BHH supports residents in finding affordable long-term housing options. Once BHH residents transition to community living, BHH continues to provide financial support to individuals through the Beyond Bethany (BB) program, however ongoing day-to-day support needs are no longer available. For individuals who have been forcibly displaced, such as those seeking or granted asylum there are long term needs to support meaningful participation in their new community. Although financial assistance is provided to former Bethany House residents, staff are unable to provide as much day-to-day support to women once they have transitioned to life in the Chicago community.

Background Literature

Asylum-seeking women experience unique challenges in their transition from life in their home country to life in their host country. In an effort to consider available evidence when designing an intervention to support the residents of BHH, a scoping review was completed (See Appendix A). The purpose of the scoping review was to identify the facilitators and barriers to resettlement for individuals seeking asylum. In completing the scoping review, several themes emerged: 1) Supports to community integration for individuals who have been forcibly displaced, 2) Barriers to community integration for individuals who have been forcibly displaced

3) Challenges and opportunities in research involving forced migrants, and 4) Challenges and opportunities in program development and implementation involving forced migrants.

Limited Literature on People Seeking Asylum

There is a paucity of literature related to the needs of asylum-seeking persons. There are a few reasons that could contribute to the under-representation of asylum-seeking people in academic literature. To start, in the United States asylum-seeking people are not eligible to receive support from federal programs (Human Rights First, n.d.). Therefore, individuals seeking asylum rely exclusively on the support of privately funded non-profit organizations to meet their needs. Such organizations have little margin in both budget and staffing to document and publish program outcomes (Faulk et. al, 2021).

Another factor contributing to the under-representation of asylum-seeking people in the literature is challenges to obtaining informed consent from immigrants (Banulescu-Bogdan, 2020). Every year, nearly 30,000 refugees and asylum-seekers speaking over 40 different languages arrive in The United States (Medina, 2019). One can imagine the logistic challenges in identifying and compensating qualified translators not only in achieving informed consent, but also to collect qualitative data throughout a study.

Supports to the Community Integration of Forced Migrants

Community integration has been defined as "the ability to live independently in the community and to be valued for one's unique talents and abilities within that community" (Salzer, 2006, p. 23). This includes but is not limited to securing safe and stable housing, employment, education, leisure and recreation opportunities, continuing spiritual and/or religious practices, growing social circles, and self-determination (Salzer, 2006). Literature revealed supports to community integration of individuals who have been forcibly displaced (Crawford et

al., 2016; Dubus, 2018; Foreman & Raghallaigh, 2019; Hanley et al., 2018; Huot, 2016; Lintner & Elsen, 2018; Marley & Mauki, 2019; Shaw & Funk, 2019; Wanna et al., 2019).

Supports to community integration of individuals that have been forcibly displaced include social support (Crawford et al., 2016; Hanley et al., 2018; Wanna et al., 2019), resilience (Dubus, 2018; Foreman & Raghallaigh, 2019; Marley & Mauki, 2019), social services (Shaw & Funk, 2019), and occupational participation (Crawford et al., 2016; ; Huot, 2016; Lintner & Elsen, 2018). Additionally, emotional support of family and friends (Hanley et al., 2018), the opportunity to engage in work (Lintner & Elsen, 2018), participation in cultural practices (Spivey & Lewis, 2016), and host-country language fluency (Wanna et al., 2019) are important factors in community integration. Knowledge of the factors that support the community integration of forced migrants can provide an evidence base for intervention in an area with few intervention research studies.

Barriers to the Community Integration of Forced Migrants

Cultural (Hanley et al., 2018; Watcher et al., 2019), political (Crawford et al., 2016, Foreman & Raghallaigh, 2019), and occupation-based (Crawford et al., 2016; Foreman & Raghallaigh, 2019; Huot et al., 2016) barriers have been documented in the literature for individuals experiencing forced migration. An example of a cultural barrier discussed in the literature is the fact that in some cultures seeking support outside of immediate family and friends is not a common practice (Hanley et al., 2018). Therefore, when arriving in a host country with established social support services refugees or people seeking asylum do not seek services and often "fall through the cracks" with their need going unidentified and unsupported. There are also cultures in which it is uncommon for women to advocate for themselves (Watcher

et al., 2019). In which case, it can be challenging for women, after migrating independently or after being separated from a domestic partner to advocate for her own needs to service providers.

There are also political barriers to community integration. For example, Australian policy "does not allow asylum seekers in the community to work…limits opportunities for study… and limits finances" (Crawford et al., 2016, p. 330). Similar limitations are common throughout industrialized nations such as in the Eurozone in which refugees receive only 21.60 euros per family member (Foreman & Raghallaigh, 2019). Thus, in many circumstances, financial challenges for many asylees are linked to policy regulations.

Finally, there were occupational barriers to community integration that individuals who were forcibly displaced experience. Occupational deprivation was reported not only in refugee camps (Foreman & Raghallaigh, 2019), but also once they had arrived in their host country (Foreman & Raghallaigh, 2019; Huot et al., 2016; 2). Examples include work restrictions for those who are asylum-seekers which have been shown to be linked to feeling imprisoned (Huot et al., 2016) and meal and housing provision within refugee camps which can lead to dependence for those experiencing years (or decades) within camps impacting future resettlement capacity (Foreman & Raghallaigh, 2019; Huot et al., 2016).

Purpose

Currently, BHH provides financial assistance to Bethany House residents through the Bethany Beyond program. This aims to addresses residents' financial barrier to community integration. However, as it stands, this program does not formally offer support to address cultural barriers to independence. Including a mentoring program as part of the Beyond Bethany program, however, would better address these barriers. The purpose of this project was to design and implement a mentoring program to support the residents of BHH. The key question

addressed in completing this project was, "How can a training program equip volunteers to support the transition of asylum-seeking women into the Chicago area communities?". This project was developed after completing a formal needs assessment which identified the need for creation of the mentoring program (see Appendix B).

Approach

In preparation for this Capstone project, a formal needs assessment was conducted (see Appendix B). After interviews with site stakeholders including the executive director of BHH, the associate director of BHH, Beyond Bethany director, and current BHH volunteers, a need for a formal mentoring program was identified.

Procedures

There were a number of action items completed in preparation for the launch of the Beyond Bethany Mentoring program. Throughout the duration of 14 weeks, a role description, job application, training program, participant support resources, and check-in surveys were created to support BHH's implementation of a new mentoring program. Please see Appendix C, Appendix D, and Appendix E for all written program material. Approval of the St. Catherine University Internal Review Board (IRB) was requested. This project was approved by St. Catherine University's IRB as a quality improvement project. Feedback on mentee training materials and mentoring program materials was collected from site staff and one volunteer who has informally mentored a BHH resident.

The role description was created after interview with BHH executive director and BB director. Inspiration was derived from the role description and applications for other mentoring programs. Such organizations include Girl Forward (Girl Forward, 2021), Viator House of Hospitality (Viator House of Hospitality, 2022), Sarah's… An Oasis for Women (Sarah's… An

Oasis for Women, 2021), and Big Brothers Big Sisters of Chicago (Big Brothers Big Sisters of Metropolitan Chicago, 2022). A flier with information on the role description, qualifications, and application process was created which can be found in Appendix C.

In creating an application process, it was important to first and foremost, prioritize the safety of the participants of BB. However, in the interest of sustainability, it was also important to achieve sufficient depth of screening without adding too many additional responsibilities for staff. This balance was achieved in the requirement of a background check, short-answer questions, zoom interview, and in-person interview with BHH staff. BHH staff confirmed that the chosen application process sufficiently screened perspective mentors without requiring excess effort for staff.

The content of the on-boarding training for mentors was also created after interviews with BHH staff, including the executive and associate directors as well as the director of the Beyond Bethany program. Training topics include: 1) trauma informed care, 2) cultural humility, 3) politics pertaining to immigration, and 4) the role of a Beyond Bethany mentor. Measures were taken to ensure the accessibility of training materials. All written materials and presentation transcripts were rated at a Grade 9 or lower using both the Flesch-Kincade grade level index (Flesch, 1948) and the SMOG: Simple Measure of Gobbledygook (McLaughlin, 1969).

Participants and Recruitment

Participants included staff at BHH and volunteers interested in participating in the mentoring program. Participants were recruited through a post in the Bethany House Newsletter as well in contacting individuals involved with local organizations religious organizations and organizations serving refugees. Onboarding for the first group of mentors was conducted in one synchronous virtual training session and these were individuals included in the participant group

for this project. An asynchronous training option was also created. Offering an asynchronous option allows single mentors to be on-boarded at any time. This will be used in the future by BHH and no participants trained through the asynchronous option are included in this project portfolio. This project was deemed a quality improvement project by the St. Catherine University Institutional Review Board (IRB) and consent was obtained from participants prior to the training session and survey. See Appendix E for mentor training slides and materials.

Evaluation Methods

Feedback on the quality of the synchronous mentor training session was collected in the form of an anonymous survey. Surveys were created to facilitate communication with mentors and program staff. The survey included 10 multiple choice questions and two short answer questions. (See Appendix F for survey items). Descriptive statistical analysis was utilized to interpret the survey results. Current best practices in mentorship program development encourages the regular communication of mentors with organization staff. For this reason, a formal plan to facilitate communication between BHH staff and mentors was created. This included the creation of mentor surveys which are to be completed three, six, nine, and twelve months following the mentor-mentee match (See Appendix G).

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Results

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The first Beyond Bethany Mentor Training was completed in one online synchronous session on July 23, 2022. There were 6 new mentors in attendance. A survey was completed to promote the quality of the mentor training for future volunteers. The response rate for the survey was 83.33% (5 out of 6 attendees). One mentee had to leave the training before it was complete, and so her feedback was not gathered. Including her feedback only on the portions she attended

would make it impossible to receive her feedback anonymously, and so it was excluded from these results.

Notably, 100% of respondents reported that they "agree" or "strongly agree" with all three items that used that type of scale (See Figure 1). This suggests that the mentor training was successful in improving the confidence of mentors in their ability to support the women at BHH, including through the practice of cultural humility and trauma-informed practices as a Beyond Bethany mentor. (See Figure 1).

Figure 1

Participant confidence in principles that support the mentor role in the BHH mentor-mentee program
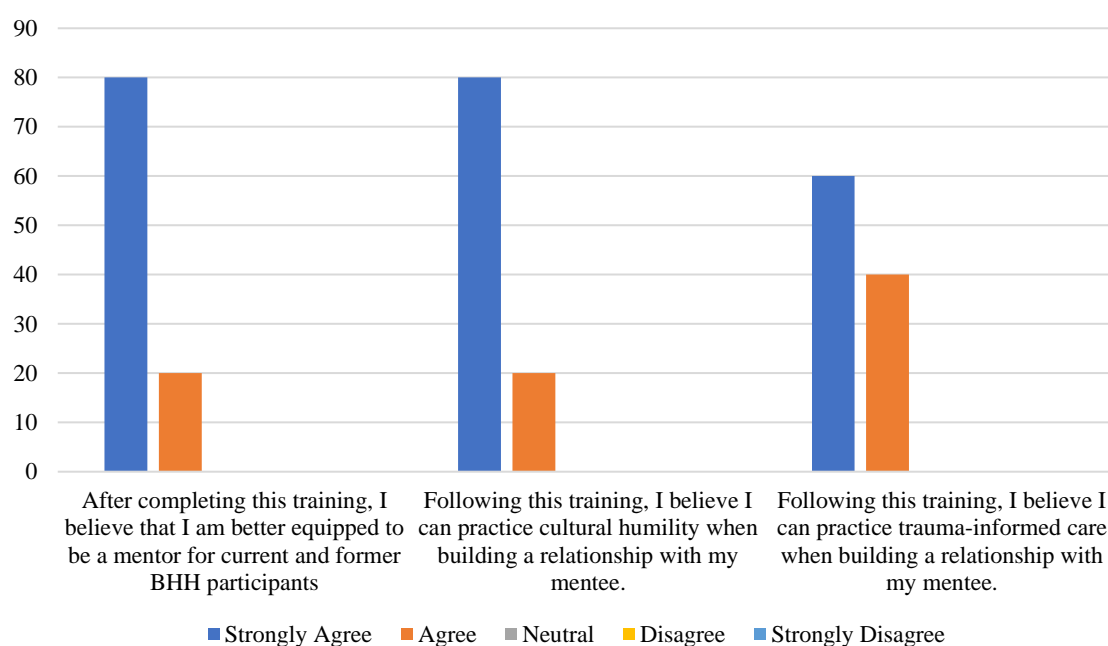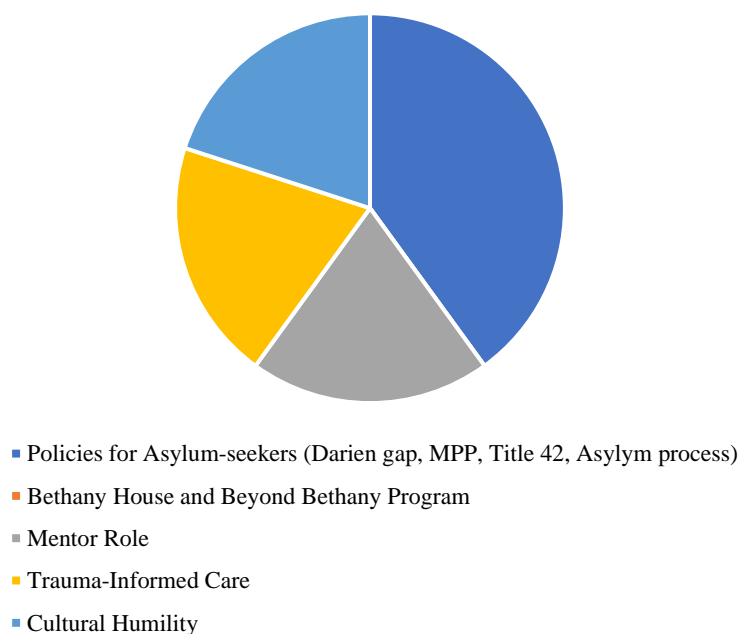

Note. For all items *n* = 5. This table includes self-reported ratings from Strongly Agree to Strongly Disagree following the mentor training provided in this capstone project.

Additionally, when asked which topic respondents found most helpful in the presentation, there was a variety of responses (See Figure 2). Besides information on Bethany House as an

organization, each of the four other topics were considered "most helpful" by one of the respondents. This suggests that the covered content did, in fact, address knowledge gaps that volunteers may have.

Figure 2

Participant responses indicating the training topic that was most helpful

- Policies for Asylum-seekers (Darien gap, MPP, Title 42, Asylym process)
- Bethany House and Beyond Bethany Program
- Mentor Role
- Trauma-Informed Care
- Cultural Humility

Questions #4-9 on the survey addressed the mentee's opinion of the depth in which each topic was covered (Figure 3). On two of the items ("Policy related to people seeking asylum" and "Bethany Beyond Program") 80% of respondents believed that there was "just enough" information and 20% indicated there was "too little". On two of the items ("Bethany House of Hospitality" and "Trauma-Informed Care") 60% of respondents indicated there was "just enough" information and 40% indicated there was "too little". Finally, on two of the items ("My role as a mentor" and "Cultural Humility") all respondents indicated there was "just enough" information.

Figure 3

Participant responses on perceptions of amount of information in each topic area of the training program
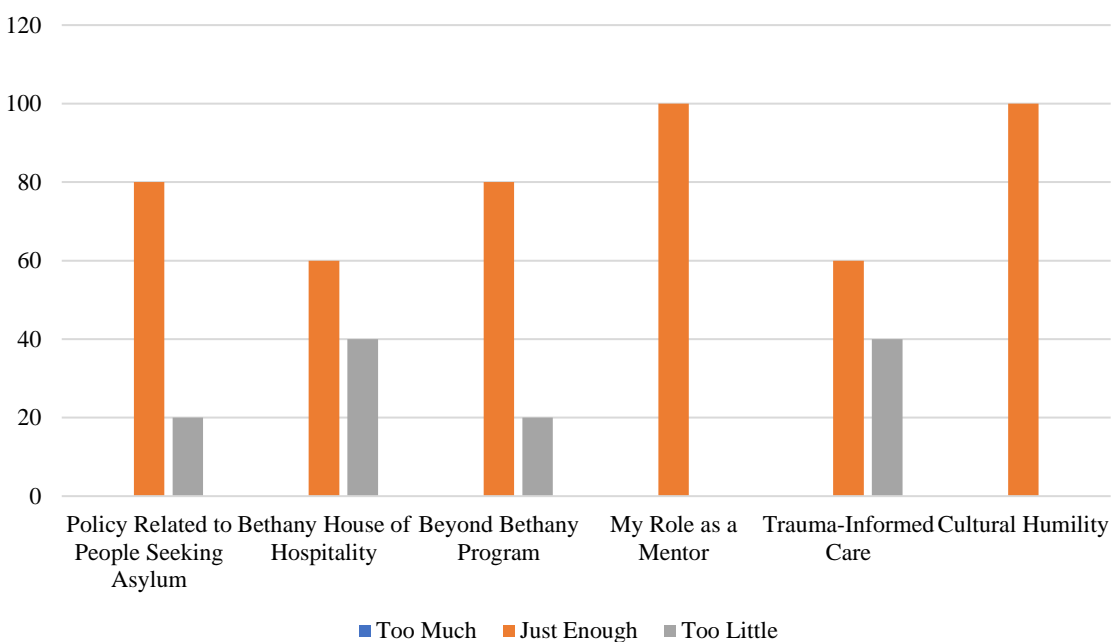
Note. For all items *n*=5.

The first short answer question asked for additional questions or concerns about becoming a mentor. One mentee expressed concerns related to Covid-19 exposure in her mentee relationship. Another expressed concern with the location and scheduling conflicts in her mentee relationship. A third expressed a hope for a space to connect with other mentees. The second short answer question asked if there were "any other questions, comments, or concerns regarding today's training and your role as a Beyond Bethany mentor". One mentee reported the presentation being "very thorough and very well organized", and that she "look(s) forward to (her) role as a mentor." Another commented that, "Erin did a great job and Darlene was a fountain of knowledge." Finally, another mentee expressed a desire for a way to maintain communication amongst mentees through an online forum. The respondent also expressed a

desire for more incorporation of women's stories throughout training as well as volunteer experiences. This is helpful feedback to improve training offerings in the future.

Implications

While survey feedback indicated the mentor training was successful in improving the confidence of mentors in their ability to support the women at BHH, it cannot measure how well this training equipped mentors to support the women at Bethany House. For this reason, it is recommended that Bethany House continue to assess the quality of the training in the coming months. This would require the feedback not only of the mentor over time, but also the feedback of the mentee. See Appendix G for ongoing follow-up surveys for Beyond Bethany mentors and mentees.

In receiving the feedback of the mentees, two of the training topics that should continue to be evaluated and potentially expanded are the level of information on BHH and Trauma-Informed Care in the training materials as these were the two topics with the largest number of participants indicating a desire for more information. Beyond Bethany staff can also identify additional knowledge barriers volunteers may have in their role as a mentor. Then, they can modify the training accordingly. In order to effectively gather information from mentees, it would be best to conduct a follow-up interview with a same language-speaking staff member. If they are not able to access a same language speaking staff member, using an online translation software for the survey is one alternative. Another alternative is for BHH and BB to translate the mentor program into Spanish to support Spanish-speaking mentors and provide opportunities for BHH residents with a mentor who speaks their native language. The Center for Medicare Education (n.d.) has an issue brief on translating materials for non-English Speaking populations that BHH and BB program can use to support best practices in the translation process. Finally,

based on participant feedback, setting up a way for mentors to connect with one another and the BBH and BB teams to continue to group and develop appears to be of interest and has potential value to the BHH residents.

In using occupational therapy knowledge and skills to assess the supports and barriers to community integration of BHH residents, several opportunities for advocacy at the local and national level were revealed. The first opportunity for advocacy is found in the landlord requirements for housing eligibility. Currently, many landlords consider both income and credit score when qualifying individuals for housing. There are, however, significant barriers to asylum-seekers building years-long credit often required to secure stable housing. Waiving the need for refugees and asylum-seekers to have credit to rent would promote the independence of this population in the Chicago community.

At a national level, advocacy for immediate eligibility for work permits would promote faster eligibility to work. Currently, asylum-seekers cannot apply for employment authorization until they have been in the country for 150 days (U.S. Citizenship and Immigration and Services, 2022). The sooner individuals are able to apply for work authorization, the sooner they are able to open a bank account, find a job, and start building credit. All of these factors support the independence of those seeking asylum in The United States.

Occupational therapy provides a unique lens from which one is able to identify intervention to support the independence of immigrants, including refugees and people seeking asylum. In this project, occupational therapy knowledge and teachings was used to identify an intervention to support the function of asylum-seeking women. Occupational therapy knowledge was also used to identify the knowledge barriers a volunteer would have to being a mentor to asylum-seeking women. A training curriculum was one intervention to support the quality of the

mentor-mentee relationship. A full summary of the entire experience and project was shared with

stakeholders through a poster presentation which can be found in Appendix H.

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Appendix A: Supports and Barriers to the Community Integration of Individuals That Have Been Forcibly Displaced: A Scoping Review

Special Acknowledgement to Scoping Review Faculty Advisor: Dr. Hannah Oldenburg

Introduction and Background

People that have been forcibly displaced confront unique challenges in their transition from life in one country to another. Understanding the facilitators and barriers to community integration for immigrant and asylum-seeking people is critical in developing educational programs that support their needs. This scoping review will identify available evidence on the barriers and supports in community integration for individuals that have been forcibly displaced. The results of this scoping review will inform the development of an educational curriculum for residents of Bethany House of Hospitality (BHH) in Chicago, Illinois.

The Model of Occupational Empowerment and Ottawa Charter framework supports the capstone focus of education specific to creating an educational curriculum to support resident independence (Fischer et al., 2008; World Health Organization, 1986). These theories emphasize the importance of environmental factors in promoting an individual's physical and mental health. In creating a supportive, educational environment, this project will promote the independence and well-being of BHH residents. This capstone project aligns with the current research priorities of the American Occupational Therapy Association and the American Occupational Therapy Foundation. This educational curriculum is a novel intervention to support the needs of a population in an emerging area of practice that is community-focused. Innovation in applying occupational therapy knowledge and skills to promote the independence of asylum-seeking women promotes occupational wellness and independence to an underserved population.

Methods: Database and Alternative Searches for Evidence

The search process for this scoping review took place in June of 2021. Scoping review was conducted using the Arksey and O'Malley method of scoping review (2005). This scoping review included a database search on Cochrane Review, PAIS Index, and SocIndex. Additional searches were conducted on The American Occupational Therapy Association website (AOTA.org), The World Federation of Occupational Therapy website (WFOT.org), and Journal of Occupational Science (TaylorandFrancis.org). The search included primary evidence and alternative searches for gray literature. Twenty-eight articles were relevant to the research question, and 15 were selected for an initial appraisal.

Selection of evidence was based on relevance to population of interest, credibility of publisher, quality of evidence, and refugee home country and host country. Additionally, redundancy was avoided to ensure the full scope of the research question was addressed with selected articles. Articles selected for critical appraisal offered evidence relevant to the facilitators and barriers to community integration for forced migrants, including refugees or people seeking asylum.

Although there was limited available evidence identifying facilitators of community integration, there is ample discussion of barriers. This scoping review revealed current efforts to identify the needs of refugees and people seeking asylum and interest in identifying supportive interventions. Further, literature on the needs of forced migrants is published primarily within the discipline of social work, with few additional publications from the occupational therapy perspective. For this reason, it was critical to conduct searches in databases that include literature from many disciplines. Finally, the available evidence was primarily qualitative, lacking quantitative methods or outcome data to support intervention effectiveness.

Results: Appraisals and Reviews of Evidence and Themes

The purpose of this scoping review was to identify the barriers and facilitators to community integration for forced migrants. Initial searches revealed that people with refugee and asylee status are underrepresented in academic literature. Many factors contribute to this lack of representation. The first is that these populations are primarily engaged by social work, which, as a discipline, has only recently included the use of evidence-based practice in their accreditation standards (Council for Social Work Education, 2008). Additionally, language barriers and distrust can make refugees and asylum-seekers a challenging population to obtain reliable information and informed consent from (Banulescu-Bogdan, 2020).

Further, sources typically addressed the needs of the refugee populations, not people seeking asylum or others forcibly displaced. People seeking asylum do not have access to government-funded programs to promote resettlement (Human Rights First, n.d.). Therefore, people seeking asylum would likely have additional barriers not reflected in the literature. Another challenge was that the research question implies the use of outcome measures or indicators of successful or unsuccessful resettlement. Quantitative studies and the identification of outcomes measures on this topic, however, were absent in literature.

Despite these challenges, measures were taken to identify high-quality evidence relevant to the research question. Articles were selected based on their relevance to the population of interest, women seeking asylum in a high-income country. Additionally, after acknowledging that relevant articles without the word "integration" in the abstract or title could be missed, articles that addressed barriers or facilitators to asylee independence, financial stability, mental health, or social inclusion were also included.

During the search process, 15 articles were initially appraised. This included 11 qualitative primary research studies and four reviews of research studies. Of the 15 articles

selected for initial appraisal, three articles were selected for critical appraisal. This included two primary research studies (Dubus, 2018; Foreman & Raghalliagh, 2019) and one review of research studies (Shaw et al., 2019). In completing both the initial and critical appraisals, several themes emerged which include:

1. There is little literature available on interventions to support refugees and people seeking asylum.
2. Interventions that are recommended lack quantifiable evidence for support.
3. Literature primarily contextualizes the nature of the challenges refugees and asylees experience, with few suggestions for improvement.

There were several limitations noted in the reviewed literature. Many authors mentioned the lack of ability to review articles that were not published in English. Further, given the lack of access to healthcare services for people in the refugee and asylum system, finding studies of individuals with diagnosed mental health disorders in the asylum system can be challenging to identify, even if research indicates that this population has a high prevalence of mental health disorders. Finally, the lack of definition of key terms related to refugee and asylee resettlement presents challenges to quantifying successful refugee and asylee integration.

Given limitations, the literature provided meaningful contextual information to address the scoping review question. The occupational deprivation of refugees and people seeking asylum was discussed, suggesting the possibility of occupation-based interventions to support the needs of people seeking asylum (Beagan et al., 2018; Crawford et al., 2016; Huot et al., 2016; Lintner & Elsen, 2018). Further, the significance of social relationships in promoting successful refugee and asylee resettlement was emphasized (Embiricos, 2020; Hanley et al., 2018; Marley & Mauki, 2019; Wachter et al., 2019, Wanna et al., 2019). Finally, qualitative studies

documenting refugee perceptions of their own barriers in resettlement offer information critical to the development of supportive interventions (Foreman & Raghalliagh, 2019; Noyori-Corbett & Moxley, 2017). While there is limited evidence of interventions to support the integration of people with refugee and asylee status, the available evidence provides background knowledge critical to developing an educational curriculum that can meet the needs of this underserved population.

Collating

The purpose of this scoping review was to search the existing literature on the supports and barriers to community integration for people who were forcibly displaced. The search resulted in 15 articles published in scholarly, peer-reviewed journals. Thirteen articles met the established inclusion criteria for scoping review. Nine articles were categorized as primary research, and four articles were reviews of research. Inclusion criteria were used to identify articles relevant for scoping review. Articles included in the scoping review met at least one of the three inclusion criteria. Inclusion criteria include:

- Stakeholder studied is supported by or affiliated with a community-based support agency for forced migrants.

- Promotes resettlement for individuals that were forcibly displaced (asylum-seeker or refugee)

- Provides insight into barriers to resettlement for individuals that were forcibly displaced (asylum-seeker or refugee)

Two articles were excluded from the scoping review because they did not meet the first inclusion criterion. One article interviewed resettled refugees outside of the community-based setting and about topics other than their experience with community-based supports (Embiricos,

2020). The second article addressed barriers to food provision for low-income families, not specifically for families that have been forcibly displaced (Beagan, 2018).

According to the levels of evidence published by the American Occupational Therapy Association, the levels of evidence of selected articles range from Level V to Level VI. Two articles included are Level V. The Level V articles appraised in this scoping review are systematic reviews of qualitative research studies (Marley et al., 2019; Shaw et al., 2019). The other nine articles were Level VI. The articles reviewed include scoping reviews (Huot et al., 2016; Uphoff et al., 2020) and qualitative research studies without discussion of outcomes (Crawford et al., 2016; Dubus, 2018; Foreman & Raghallaigh, 2019; Hanley et al., 2018; Litner & Elsen, 2018; Noyori-Corbett & Moxley, 2017; Spivey & Lewis, 2016; Wachter et al., 2019; Wanna et al., 2019).

All articles included in the scoping review were published between 2016 and 2020. Articles reflected research conducted in The United States (Dubus, 2018; Noyori-Corbett & Moxley, 2017; Shaw & Funk, 2019; Spivey & Lewis, 2016; Wachter et al., 2019; Wanna et al., 2019), Australia (Crawford et al., 2016; Huot et al., 2016), Ireland (Foreman & Raghallaigh, 2019), Canada (Hanley et al., 2018), Italy (Lintner & Elsen, 2018), Scotland (Marley & Mauki, 2019), and England (Uphoff et al., 2020). Further, articles were published by academics in the field of occupational therapy (Crawford et al., 2016; Huot et al., 2016; Lintner & Elsen, 2018), social work (Dubus, 2018; Foreman & Raghallaigh, 2019; Hanley et al., 2018; Noyori-Corbett & Moxley, 2017; Shaw & Funk, 2019; Wachter et al., 2019), family science (Spivey & Lewis, 2016), and psychology (Marley & Mauki, 2019; Wanna et al., 2019). For more detail regarding the frequency of study design, publishing discipline, and location of research included in the review, see Table 1.

Table 1

Frequency analysis of literature

Criteria			Number
Study Design	Qualitative		9
	Descriptive		9
	Research Review		4
	Systematic Review		2
	Scoping Review		2
		Total	13
Publishing Discipline	Social Work		6
	Occupational Therapy		2
	Psychology		2
	Family Science		1
	Unknown		2
		Total	13
Location of Research Institution	United States		6
	Australia		2
	Ireland		1
	Canada		1
	England		1
	Scotland		1
	Unidentified		1

Total   13

Summarizing

The purpose of this scoping review was to search the existing literature for the barriers and supports to community integration for forced migrants. The literature reviewed included qualitative studies and systematic reviews of qualitative studies. This literature documented refugee, asylum seeker, and provider perspectives on supports and barriers to the independence of forced migrants in their host countries. Each of the selected articles answered this research question in part, finding a comprehensive answer to the research question in reviewing the articles. In this scoping review, the following four themes emerged:

- Supports to community integration

- Barriers to community integration

- Challenges and opportunities in research involving forced migrants

- Challenges and opportunities in program development and implementation for forced migrants

Theme #1: Supports to Community Integration

Supports to community integration were discussed throughout the literature. Supports mentioned in the literature reviewed include social support (Crawford et al., 2016; Hanley et al., 2018; Wachter et al., 2019; Wanna et al., 2019), resilience (Dubus, 2018; Foreman & Raghallaigh, 2019; Marley & Mauki, 2019), social services (Shaw & Funk, 2019;), and occupational participation (Crawford et al., 2016; Lintner & Elsen, 2018; Huot, 2016). According to the reviewed studies, supports to community integration for individuals who have been forcibly displaced include emotional support of family and friends (Hanley et al., 2018), the

opportunity to engage in work (Lintner & Elsen, 2018), participation in cultural practices (Spivey & Lewis, 2016), and host-country language fluency (Wanna et al., 2019). Individuals who were forcibly displaced rely strongly on family and friends for emotional support and information accessing employment and housing (Hanley et al., 2018). Securing housing and employment are two critical factors in community integration, emphasizing the role social and emotional support play in promoting community integration.

The opportunity to engage in work was a vital factor in creating a sense of identity and promoting the subjective well-being of refugees in resettlement (Lintner & Elsen, 2018). Further, participation in cultural practices was also a significant factor in promoting the community integration of forced migrants. For example, Spivey and Lewis (2016) found that the promotion of food access methods that were familiar to the Myanmar women was a client-centered way to promote independence. Rather than teaching women from an agrarian culture how to shop and cook in the American culture, Spivey and Lewis emphasize the significance of modifying this teaching to accommodate the Myanmar traditional foodways. The Myanmar women have always planted, grown, and harvested their own food. By teaching women how to do that in American climate and culture, independence and integration are promoted. Additionally, proficiency in a host country's language was another factor that promoted the community integration of forced migrants (Wanna et al., 2019). This study indicated that English fluency was a strong moderating factor in the relationship between satisfaction with community support and depressive symptoms. That is, fluency in English strengthened the indirect relationship between satisfaction with community support and depressive symptoms.

Theme #2: Barriers to Community Integration

The literature also discussed barriers to community integration. There were cultural, political, and occupation-based barriers to community integration for forced migrants. The cultural barriers to community integration were related to the manner in which individuals seek support in their home countries. For example, the study conducted by Hanley et al. (2018) found that it was not part of the participant's culture to ask for help outside of family and friends. Therefore, supports that could promote integration in a host country could go unutilized. Further, a study conducted by Wachter et al. (2019) found that it was common for women that were victims of domestic violence to request providers to engage their abusive partners directly. This was due to differences in spousal dynamics that were not conducive to female partners facilitating discussions about a spouse's abusive behavior (Wachter et al., 2019). In this case, providers are in a relative position of power, so addressing the challenges with an abusive spouse directly would be the most culturally relevant way to approach spousal interpersonal difficulty.

There were also political barriers to community integration. Articles discussed the political factors of the country that the research was conducted in, indicating the significance of these factors in promoting or becoming a barrier to community integration. For example, Crawford et al. (2016) provided valuable background on the political supports for individuals seeking asylum. The introduction of this study shared that Australia policy, "does not allow asylum seekers in the community to work…limits opportunities for study… and limits finances" (Crawford et al., 2016, p. 330). Further, Foreman and Raghallaigh (2019) share that the government provided only 21.60 euros per family member each week to families in direct provision. This is valuable context to understand the extent of the financial challenges that are created by the policies most relevant to people seeking asylum. In both cases, the political

context created significant financial barriers to community integration for individuals that were forcibly displaced.

Finally, there were occupational barriers to community integration that individuals who were forcibly displaced experienced. Occupations refer to any way an individual chooses to spend their time. The lack of opportunity for participation in meaningful activities became a barrier to integration for people who were forcibly displaced. Occupational deprivation was reported not only in refugee camps (Foreman & Raghallaigh, 2019), but also once they had arrived in their host country (Foreman & Raghallaigh, 2019; Huot et al., 2016; Crawford et al., 2016). Huot et al. (2016) explores this concept in discussing how restrictions on work for asylum-seeking people made the daily experiences of this population feel like imprisonment. Further, refugee camps and host country accommodations often provided meals and housing for individuals, increasing dependence and reducing capacity for future resettlement (Foreman & Raghallaigh, 2019; Huot et al., 2016).

Theme #3: Challenges and Opportunities in Research

In many of the articles, there were considerations provided regarding the challenge of studying the integration process of individuals forcibly displaced. There were many challenges and strategies discussed on how to study and understand the experience of integration from individuals with refugee or asylee status. One challenge was the distrust that refugees have for staff of institutions (Foreman & Raghallaigh, 2019; Noyori-Corrbett & Moxley, 2017). People who are forcibly displaced have histories of trauma. This made it difficult to gain the trust of individuals that qualified to be part of a study on people who were forcibly displaced. Two articles discussed using a liaison from the home country of the refugee or person seeking asylum (Foreman & Raghallaigh, 2019, Noyori-Corbett & Moxley, 2017). This allowed someone fluent

in their native language and familiar with native culture to explain the purpose of the study and reassure them of their safety, while also facilitating direct collaboration with the population of interest (Foreman & Raghallaigh, 2019, Noyori-Corbett & Moxley, 2017).

Another challenge expressed in the literature is the need for common language and clearly defined terms in the literature on this population. There are several phrases to use to refer to this population, making it more challenging to access literature on voluntary and forced migrant groups (Huot et al., 2016). Not only was there a lack of consistent language in referring to forced migrant populations, but academic literature also lacks common language in resettlement. Academic literature lacked a common definition of the word "resettlement", which is the basis of intervention for refugees worldwide (Dubus, 2018). Without a common understanding of the purpose of resettlement, there is little opportunity to document factors that support successful resettlement. Taking steps to identify these key terms can be a significant step to identifying best practices in supporting the resettlement of individuals who have been forcibly displaced.

Theme #4: Challenges and Opportunities in Program Development and Implementation

The final theme discusses the challenges programs face in supporting populations and individuals that were forcibly displaced and opportunities for future program development. The purpose of Dubus's study (2018), was to interview resettlement staff around the world to identify staff perceptions on their role in resettlement. Further, differences in opinion on this topic were often held by staff within the same facility. Without a common understanding of what resettlement is, there is little opportunity for continuity of care within a resettlement agency. If each staff member is supporting a different goal, the likelihood of anyone goal being achieved is

lessened. Therefore, it's important for facilities that support forced migrants to articulate a site-wide goals for resettlement, allowing for unity and teamwork to support shared clients.

Beyond differences in goals, another challenge programs experience is that the social services in these settings are provided to a diverse population of people. It is important not to assume homogenous need among all clients of their facility (Noyori-Corbett & Moxley, 2017; Wachter et al., 2019). There are cultural considerations that are critical in providing care in a way that is meaningful to each individual client. Therefore, it's important for facilities to take the time to understand the needs of the clients they serve. The collaborative practice of asking program recipients of their wishes and desires in the program is one way to ensure that funds are used to support the needs of a facility's clients.

Overall, the goal of programs that support forced migrants should be the promotion of independence. However, Theme #3 and Theme #4 are closely related in that until there is a more outcomes-based literature, best practices for programs with this population cannot be identified and implemented in the programs that serve this community. Lintner and Elsen (2018) emphasizes this point saying, "data can provide information on how to develop effective policy programs that do not generate dependent, traumatized, and sick people but promote health, productive and active individuals" (p.79). To build policy and programs that effectively support the needs of forced migrants, it's critical to conduct research identifying those needs and the interventions that meet them best.

Discussion

The purpose of this scoping review was to review the current existing literature on community integration for individuals who have been forcibly displaced. Despite a paucity of high-quality quantitative studies in this area, qualitative studies and reviews of literature revealed

supports and barriers to community integration for individuals who were forcibly displaced.

Overall, supports to community integration included emotional support of family and friends

(Hanley et al., 2018), the opportunity to engage in work (Lintner & Elsen, 2018), participation in

cultural practices (Spivey & Lewis, 2016), and host-country language fluency (Wanna et al.,

2019). Cultural, political, and occupation-based barriers to community integration were also

discussed in the literature.

Outside of answering the research question, it is also significant to note additional themes

that emerged in reviewing the literature. This included information on the challenges and

opportunities to research and program development for individuals who were forcibly displaced.

Although each article's research question was not answered in its entirety, each article offered

meaningful information to answer parts of the research question.

Implications for Practice and Research

This scoping review revealed the available evidence on the supports and barriers to

community integration for individuals who have been forcibly displaced. In order to support the

needs of refugees, asylum-seekers, and others who have been forcibly displaced, it is important

to embrace a client-centered approach to support services. This means taking the time to engage

individuals from the population in the development of new, and the improvement of existing,

programs. Furthermore, it is also important to practice cultural humility in serving clients from

such diverse backgrounds. This literature illustrates how cultural differences between service

provider and service recipient can impact the effectiveness of intervention (Hanley et al., 2018;

Spivey & Lewis, 2016; Wachter et al., 2019).

This scoping review also revealed gaps in literature and opportunities for future study

along with information on the supports and barriers. Overall, to promote research in this under-

studied population, it will be essential to promote the collaboration of refugee and asylum-seeker support facilities with local educational institutions. In leveraging grant funds or the support of students completing projects for their graduate-level program, independent facilities can collect data to promote the quality of their programs. To promote research of this understudied population, it will also be important to identify strategies to successfully recruit and collect reliable information from individuals who were forcibly displaced. In the literature, it is important that authors articulate the strategies they use to conduct research on this understudied population to promote the quality of future qualitative studies.

Recommendations

The following recommendations are intended to support administrators and staff of resettlement support agencies in applying the findings of this scoping review. These recommendations are meant to improve the implementation of programs that support refugees and people seeking asylum.

- Barriers to communication can result in the assumption of homogenous need among forced migrants. To combat this, identify an individual's personal supports and barriers to community integration. Whether it be identifying social supports an individual has access to, or personal factors that contribute to the individual's vocational readiness, supports to community integration can be used to compensate for identified barriers.

- Use non-verbal communication to build the trust of people who are forced migrants. Remember that government officials may have caused trauma in their home country, and so it takes attention and time for social service staff to build the trust of individuals in this population.

- Clarify program goals, and identify ways to quantify success in these areas. In monitoring the progress of residents, a facility is able to improve their program offerings based on data collected.

Limitations

There were two major limitations in the literature found.. The first is that the research was published in high income countries (Beagan et al., 2018; Crawford et al., 2016; Dubus, 2018; Embiricos, 2020; Foreman & Raghallaigh, 2019; Hanley et al., 2018; Huot et al., 2016; Lintner & Elsen, 2018; Marley & Mauki, 2019; Noyori-Corbett & Moxley, 2017; Shaw & Funk, 2019; Spivey & Lewis, 2016; Uphoff et al., 2020; Wachter et al., 2019; Wanna et al., 2019). However, 86% of the world's refugees are hosted in developing countries (UNHCR, 2021). Therefore, the findings of this scoping review may not generalize to all refugees or people seeking asylum around the world. That said, this literature is useful in informing the doctoral capstone project for which this scoping review was conducted. The results of this scoping review will inform the development of an educational program for women seeking asylum located in a high-income country.

The second limitation in the reviewed literature was the lack of intervention-based research and outcomes-based quantitative studies. The themes created were based on qualitative studies that used survey and interview data to draw conclusions (Beagan et al., 2018; Crawford et al., 2016; Dubus, 2018; Embiricos, 2020; Foreman & Raghallaigh, 2019; Hanley et al., 2018; Lintner & Elsen, 2018; Noyori-Corbett & Moxley, 2017; Spivey & Lewis, 2016; Wachter et al., 2019; Wanna et al., 2019). Although this information is useful in understanding the perspectives of key stakeholders, it is not as useful to inform intervention for this population. There are vast

gaps in literature regarding the success of existing programs for supporting the integration of individuals into a local community.

Outside of the limitations in the literature, there were also limitations in this scoping review process. Searches conducted for this scoping review consistently excluded any article published before 2016. Although these parameters were set to prioritize access of the most recent literature, key articles published between 2000 and 2016 may have been missed, and therefore would not be reflected in these themes. Further, gray literature searches and alternative search strategies primarily included sources within the occupational therapy discipline. Due to the higher number of research publications on this population in social work, including a comprehensive search of social work websites and resources would have strengthened the quality of the gray literature search. Finally, each step of this scoping review process was completed by one investigator. This makes triangulation in article search, selection, and appraisal impossible, limiting the quality of the scoping review process.

Conclusion

The purpose of this scoping review was to identify the supports and barriers to community integration for individuals who were forcibly displaced. In reviewing the literature, four themes emerged. Themes included supports to community integration for individuals who were forcibly displaced, barriers to community integration for individuals who were forcibly displaced, challenges and opportunities to conducting research with individuals who were forcibly displaced, and challenges and opportunities in programming for individuals who were forcibly displaced. Implications of review findings for practice and research were discussed, as were limitations in the literature reviewed and the scoping review process. Future research should document successful strategies to study and support individuals who have been forcibly

displaced. This would involve the use of outcome measures, gaining quantifiable evidence of

program and intervention success.

Appendix B: Community Partner Needs Assessment

Doctoral Project Needs Assessment: OTD EL

Student Name	Erin Bugajski
Primary Area of In-Depth Exposure	Education, Program Development
Secondary Area of In-Depth Exposure	Program and policy development
Working Title of Doctoral Capstone Project	Beyond Bethany- Facilitating the Community Integration and Independence of Women Seeking Asylum
Capstone Mentor name and credential	Sister Kathlyn Mulcahy; Darlene Gramigna, MSW
Capstone Mentor role and expertise	Sister Kathlyn Mulcahy is the executive director of The Bethany House of Hospitality. She is involved in all ongoing operations of Bethany House- leading residents from intake planning, job attainment, education attainment, and ongoing networking and fundraising. Darlene Gramigna was the director of the Bethany House for its first three years of operation. Last year, Darlene transitioned to a part-time role serving as the director of the Beyond Bethany program. Darlene assists Bethany House residents with their transition to life in the Chicago community. She supports women as they attain affordable housing, maintain employment, and gain access to community resources.
Capstone Site	Bethany House of Hospitality
Capstone Faculty Advisor	Dr. Stephanie de Sam Lazaro
Date	04/29/2022

Part 1: Description of the Organization or Community

Description of Organization/Community

The Bethany House of Hospitality is a private non-profit for women who are seeking asylum. Located in the Hyde Park neighborhood of Chicago, The Bethany House has welcomed over 60 women and 12 small children since its opening in 2017. The Bethany House has supported these individuals in their first months in The United States, providing food, housing, medical, and dental support to all of its residents.

The Bethany House is a short-term housing option for asylum-seeking women. The average length of stay for residents is ten months. During this time, Bethany House staff works to equip residents to live independently in the Chicago community. This fall, The Bethany House is launching the "Beyond Bethany" program, a mentorship program to support independence of Bethany House residents. However, before its launch, they need assistance creating a job description, application, online and training module for mentors. This will be the focus of this capstone project.

Priority/Need/Issue #1: Bethany House residents are not prepared to live independently in the community after leaving the Bethany House.

> **Primary Goal:** Better prepare Bethany House residents for independent living before they leave Bethany House.
>
> **Strategy:** Formalize a timeline that promotes resident independence while living at Bethany House. Periodically give patients additional responsibilities until the only thing Bethany House is providing is housing.

Priority/Need/Issue #2: There is no formal educational offering to promote community integration of Bethany House residents.

> **Primary Goal:** Fill educational and cultural gaps that compromise resident's ability to live independently.
>
> **Strategy:** Develop an educational curriculum to support the community integration of Bethany House residents.

Priority/Need/Issue #3: Volunteers of The Bethany House oftentimes have different backgrounds than the patrons they serve here is no formal training for volunteers of the Bethany House.

> **Primary Goal:** Better equip Bethany House volunteers to support the community integration of Bethany House residents.
>
> **Strategy:** Develop an educational curriculum to equip volunteers to prepare Bethany House residents for independent living.

Part 2: Preliminary Information and Resources for Learning about a Priority/Need/Issue

Internal Information and Resources

Name of Information or Resource	Description of Information or Resource	Brief Summary of Key Learning
Kathlyn Mulcahy	Sr. Kathlyn is my primary capstone site mentor. Sr.	● Residents would benefit from education on financial management,

	Kathlyn is the current director of Bethany House, overseeing all operations at Bethany House since March 2021.	community mobility, and professionalism so that they can maintain employment. ● Residents would benefit from education on healthy relationships due to cultural differences in acceptable romantic relationship dynamics. ● Beyond Bethany mentors need education on trauma informed care to understand the moodiness/distrust of the residents of Bethany House. Mentors should understand how to use public transit because residents will not have access to cars.
Darlene Gramigna	Darlene is my secondary capstone site mentor. Darlene was the director of Bethany House for its first three years of operation. She now manages challenges with former residents after they transition to community living. She will head the new "Beyond Bethany" program.	● Residents endure unthinkable trauma. Some are victims of torture. Many are fearful of community mobility because of this background. ● Residents often make money with sex work, as they did in their home country. This puts them at risk for abuse and continued trauma. ● Residents tend to look for monetary support in dating relationships, and some patients have been victims of rape because of these dating dynamics (individual thinks they "owe" them). ● Residents that come from middle class or upper-class backgrounds do not understand the cost of living in Chicago. Their money went a lot further in their home country, and so they have much higher expectations for living conditions than they can afford.
Hilton Foundation Grant	The Hilton Foundation has provided the funding for the Beyond Bethany program. This grant could provide support should there be components of my educational program that require funding.	● Hilton grant can support The Beyond Bethany program. For now, the grant is being used to provide security deposits for residents that move out of the Bethany House. Much of the grant money is unaccounted for, however, and so if there are lessons that require some funding, it can me met with this grant.
Medical Assistance Resources	The Bethany House has compiled a list of free/reduced price medical clinics throughout south Chicagoland.	● There are a wealth of free/reduced price health resources throughout Chicagoland. The Bethany House regularly refers their residents to these resources.

| Medicaid Application Support | Staff at The Bethany House provides one-to-one assistance to Bethany House residents to apply to Medicaid. | ● The Bethany House relies on providing in-person assistance to residents with Medicaid due to increased communication difficulties in writing. This is a service that mentors could be equipped to provide as they support their mentees in accessing services. |

External Information and Resources

Name of Information or Resource	Description of Information or Resource	Brief Summary of Key Learning
Girl Forward Program and Staff	Girl Forward is a local Chicago ministry that provides support for asylum-seeking girls under the age of 18. The Girl Forward mentorship program has inspired the creation of a similar mentorship program at Bethany House.	● Four pillars of mentorship program- Wellness, Wallet, Wisdom, and World. ● Girl Forward Education program explore identify, community, and power to grow the girl's self-esteem. ● Girl Forward has a training program for mentors- **look into this!
Marjorie Kovler Center	The Marjorie Kovler Center is a Chicago-based program that supports refugee and asylees in their resettlement process.	● This center provides mental health support for refugee victims of torture. ● Their "Torture Treatment Program" has three goals- reestablishment of safety, remembrance and mourning, and re-connection with community and ordinary life. ● Connect with this organization to discuss the factors to consider with working with this population- mentorship program. See if they have any input for education for residents that are victims of torture.
Mn Department of Health Customized Clinical Recommendations for Refugees	This tool created by the Minnesota Department of Health allows you to enter patient information into an online form to receive customized clinical recommendations. Such	● Refugees can come with differing mental health risks and needs based on their sex, age, the country they came from, and what state in the US they are resettling. Mental health screens can make sure that a woman is having the support they need to move beyond the trauma endured in his or her home country.

	recommendations include bacteria to test for, screens to perform, and mental health recommendations.	

Gaps in Learning: Limited research so far on local resources available to asylum-seeking people in Chicagoland area. I know that asylum-seeking people do not have access to federal resources, but are there any state resources that can support Bethany House residents during their time at Bethany House and after?

Part 3: Informational Interviews

Summary of Interview Guide

Interview 1: *Kathlyn Mulcahy, Executive Director of Bethany House*

- Sr. Kathlyn shared her hopes for my role in the Beyond Bethany program. She explained that residents become too reliant on the services Bethany House offers while living there, limiting independence in the community and prolonging their stay at Bethany House. She would like to identify an appropriate timeline that increases the independence of Bethany House residents gradually throughout their stay at Bethany House to improve resident's independence and desire for community integration. Sr. Kathlyn also described the desire for an educational program that instructs residents in basic skills like community mobility (public transit use), financial management, healthy relationships, professionalism, and wellness in mental health. She expressed interest in me creating an educational program to equip Beyond Bethany mentors to assess mentee need and promote mentee independence.

Interview 2: *Darlene Gramigna, Director of Beyond Bethany Program*

- Darlene expanded on the points that Sr. Kathlyn brought up, offering additional examples and evidence of the needs Kathlyn expressed in our interview. Darlene described the extent of the atrocities many of the residents of Bethany House have endured. She also explained the challenges residents of the Bethany House faces when seeking employment. She explained basic safety concerns residents can have using public transit. Overall, it sounds like Darlene is a lifeline for the women that leave Bethany House, offering support long beyond the time that the women live at Bethany House. She'll be a helpful resource to continue to understand the barriers former Bethany House residents face upon integration into the Chicago community.

Part 4: Public Records and Organizational/Community Resources

Internal Record: Length of Stay of Bethany House Residents

- I plan to obtain a list of former Bethany House residents to understand what the average length of stay of a Bethany House resident is. This will inform both the standard timeline of independence for a typical Bethany House resident as well as the accelerated timeline for residents that stay at Bethany House for shorter durations of time.

External Record:

- I have reviewed the 2012 census data that indicates geographic areas with a higher density of residents that are non-native English speakers. I hope to use this data to inform the types of jobs and the location of jobs that Bethany House residents would be qualified to do. This data revealed that there is a higher density of Spanish-speaking residents in South Lawndale, Belmont Cragin, Gage Park, Brighton Park, Logan Square, Albany Park, Lower West Side, Avondale, New City, Irving Park, Chicago Lawn, and Humboldt Park. There is a higher density of Arabic, Urdu, Vietnamese, and Hindi-speaking residents in West Ridge. There is a higher density of Polish-speaking residents in Dunning, Portage Park, Belmont Cragin, Norwood Park, Jefferson Park, Garfield Ridge, O'Hare, and Avondale.

Part 5: Organization or Community Assets

Name: Girl Forward Mentorship Program
Description: Girl Forward is a mentorship and educational program for youth that are refugees or seeking asylum. Girl Forward's comprehensive program provides a space to not only support the adjustment of girls to life in America, but also to build a strong sense of self-identity and self-esteem.
Summary of Asset: My site mentors at The Bethany House were inspired by the Girl Forward program. After seeing how a mentorship program was a useful support for their girls, Bethany House decided to create a similar mentorship program. This is what I am tasked with creating this summer. It will be helpful to gather inspiration from written resources and training lessons used in the Girl Forward program.

Name: United African Organization
Description: "United African Organization is a dynamic coalition of African community-based organizations that promotes social and economic justice, civic participation, and empowerment of African immigrants and refugees in Illinois." (United African Organization, 2022)
Summary of Asset: The United African Organization provides programs and services that support the needs of African immigrants and refugees. This can be a helpful organization to educate Bethany House mentors on so that they can refer their mentees to community supports if they are from Africa. Further, the United African Organization offers educational materials on the Affordable Care Act, Counseling, as well as Nutrition and WIC. These are lessons and educational material that could be helpful for residents of Bethany House.

Part 6: Proposed Methods to Collect Other Information During the Doctoral Capstone Experiences and Project
Internal Information and Resources

Name of Information or Resource	Description of Information or Resource	Brief Summary of Focus of Learning

Demographics information of current and former residents	Collect information on age, race, religion, and home country of current and former residents of Bethany House of Hospitality	Learning this information will inform the content of mentor training.
List of current Bethany House partners	Bethany House regularly refers their residents to local resources to support their independence after leaving Bethany House.	The purpose of this learning is to understand the areas in which residents could have support and in what areas they will need to support themselves.
Informational interviews with Former executive directors	Darlene Gramigna is the former executive director of Bethany House. She is the founding director of Bethany House, developing and operating Bethany House for its first three years of operation.	Darlene will be an excellent resource due to her background in program development and social work.

External Information

Name of Information or Resource	Description of Information or Resource	Brief Summary of Focus of Learning
The Handbook of Youth Mentoring	This is a textbook provides a "comprehensive synthesis of current theory, research, and practice in the field of youth mentoring… Each chapter has been reviewed by leading practitioners, making this handbook the strongest bridge between research and practice available in the field of youth mentoring."	This book can be a useful synthesis of evidence in youth mentorship to support the development of training material.
Elements of Effective Practice for Mentoring	Published by MENTOR, a non-profit dedicated to creating and implementing high-quality mentorship programs, this handbook provides, "research-informed and practitioner-approved best practices for creating and sustaining impactful mentoring relationships and strong program services".	I will use this to inform the components of the Beyond Bethany mentorship program that I create. It will provide valuable information on training materials for mentors.

YouthBridge BRIDGE Mentoring Toolkit: Book I	Youth Bridge is a another non-profit that creates resources for program coordinators to develop mentorship programs. It's website reads, "YouthBuild BRIDGE Mentoring provides twelve months of curriculum that Mentoring Coordinators and other YouthBuild Mentoring staff can utilize over the duration of the program."	Each chapter of this document provides the steps to mentorship program development, including information on

Part 7: SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats

Internal		External	
Strengths	Challenges	Opportunities	Threats
Supportive Site Mentors	Site mentors with different ideas for site project	Local resources available to Chicago residents	State policy for asylum seeking people
Funding available, Hilton Foundation Grant	Residents come from multiple cultures and speaking multiple languages	Local organizations similar to Bethany House with already established mentorship programs	Federal policy for asylum seeking people
Highly involved, motivated, and passionate leadership	Residents are traumatized and can be skeptical of growing relationships with staff	Ample research available on mentorship guidelines and best practices	Ongoing challenges with fundraising efforts
Staff are well-acquainted with local resources to support Bethany House residents	Difficulty empowering clients to meet their own needs upon leaving Bethany House	Local organizations willing to offer educational programing for Bethany House residents	Challenges seeking necessary legal support to achieve asylum for residents
Location in Urban location with access to public transportation	Lack peer guidance for residents	Federal supports to individuals seeking asylum	Xenophobia, judgement due to ignorance to the asylum process

Part 8: Preliminary Evidence Review on Populations, Interventions, and Programs of the Organization or Community

#1	**Overview of Article**
Type of article	Overall Type: Primary Research Study Specific Type: Qualitative research study
APA Reference	Martin, S., & Sifers, S. (2012). An evaluation of factors leading to mentor satisfaction with the mentoring relationship. *Children and Youth Services Review*, *34*. https://doi.org/10.1016/j.childyouth.2012.01.025
Abstract	"This study assessed factors related to mentor satisfaction. Eighty-one youth mentors were surveyed to evaluate the effect of training, agency support, and confidence on mentor satisfaction. Linear regressions showed that greater perceived training and confidence significantly predicted greater mentor satisfaction within the mentoring relationship, and agency support marginally supported this relationship. These findings show the need for agencies to provide initial training, ongoing support, and to ensure their mentors are confident in their abilities as a mentor to guarantee that their mentors are satisfied in their relationships, perhaps making them more likely to continue mentoring. Participant comments provide support for specific suggestions for mentoring programs." (p. 940)
Author	Credentials: B.A., M.A., PhD Position and Institution: Associate Professor, Converse College; Spartanburg, SC Publication History in Peer-Reviewed Journals: Limited, 6 publications to date
Publication	Type of publication: Scholarly peer reviewed journal Publisher: Children and Youth Services Review Other: "*Children and Youth Services Review* is an international, multidisciplinary journal that focuses on disadvantaged or otherwise vulnerable children, young people, families and the systems designed to support them. The journal provides a forum for rigorous scholarship relevant to policies, interventions, programs and services intended to improve well-being. We invite original scholarly works including empirical research, methodological developments, theoretical perspectives, and practice and policy assessments related to services that address individual and societal factors that negatively affect the welfare of children, youth, and young adults ages 0 to 25 and their families. Submissions that acknowledge and engage with issues of racial equity and social justice in research design, intervention design, service delivery and outcomes are strongly encouraged." (About, Children and Youth Services Review, 2022).
Date and Citation History	Date of publication: May 2012 Cited By: 81
Stated Purpose or Research Question	"This study assessed factors related to mentor satisfaction" (p.940)
Author's Conclusion	"The current study explored the relationship between training, confidence, support, and mentor confidence. Despite limitations, the data showed the importance of training and mentor confidence in predicting mentor satisfaction with the mentor relationship. Along with the data collected from open-ended questions, we showed the importance of mentoring agencies in facilitating mentoring relationships and their role in ensuring their mentors are satisfied, perhaps through providing ongoing education and support to mentors." (p.945)
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: High Rationale: This article discusses the factors that can contribute to mentor satisfaction. Because I will want to promote the retention of Bethany House mentors, it is important that I consider the factors that will contribute to mentor retention.
Overall Quality of Article	Overall Quality of Article: Good Rationale: This article had a response rate of 45%, higher than average, contributing to the reliability of the data.

Your Focused Question and Clinical Bottom Line	*Question:* What factors contribute to mentor satisfaction in volunteer participation in a youth mentorship program? What barriers do mentors experience to the success of a mentorship relationship? *Clinical Bottom Line:* "Greater training is associated with greater mentor satisfaction. Mentor satisfaction was predicted by mentor confidence in their skills as a mentor. The relationship between perceived support and mentor satisfaction approached significance, but it was not significant. "When asked what barriers to building a good relationship mentor had experienced, the most common response was scheduling conflicts (N=12). Other responses included communication (N=9), the mentee's parents (N=6), time constraints (N=5), unsure about how to begin the relationship (N=5), the mentee is transitioning in life (N=5), difficulty finding affordable activities (N=5), the mentee has social, behavioral or mental problems (N=5), boundary issues (N=4), the mentee is shy (N=4), age (N=2), mentee's unrealistic expectations (N=1), differences in personalities (N=1), and distance (N=1)." (p. 943)
Your Lay Summary	In this study, 81 youth mentors were surveyed. The surveys found factors that help mentor satisfaction. Greater training and mentor confidence raised mentor satisfaction. Higher mentor support did not change satisfaction. Mentors also shared barriers to visiting their mentee. Leading barriers were scheduling conflicts, low communication, and time constraints. Mentors also mentioned financial challenges. These included mentor and mentee parent's having limited finances. It can be a challenge that mentors are expected to pay for activities. Further, mentors expressed difficulty finding affordable activities.
Your Professional Summary	This study identified the factors that support mentor satisfaction in a youth mentorship program. 81 mentors completed a survey on their experience. Greater training and mentor confidence in their skill was associated with mentor satisfaction. There is no significant relationship between mentor support and satisfaction. Mentors shared barriers to visitation with their mentees. This included scheduling conflicts, lack of communication, mentee's parents, time constraints, uncertainty on how to begin the relationship, mentee transitions, behavioral problems, mentee shyness, mentee unrealistic expectations, and differences in personalities. Further, when asked if finances have been an issue, mentee's responded that oftentimes, the mentee wants to do activities neither the mentee or mentor can afford. Other reported problems include the fact that the mentor pays for everything, the mentor has limited finances, the mentee's parents have limited finances, and that activities are expensive. Mentoring agencies should be aware of these findings and ensure that all mentors are receiving initial training to ensure they feel confident entering the mentoring relationship.

#2	**Overview of Article**
Type of article	Overall Type: Review of Research Specific Type: Population Review
APA Reference	DuBois, D. L., & Felner, J. K. (2016). *Mentoring for youth with backgrounds of involvement in commercial sex activity*. National Mentoring Resource Center. https://nationalmentoringresourcecenter.org/wp-content/uploads/2017/02/CSEC_Population_Review_Final.pdf
Abstract	"The review focused on the following four issues: 1) the documented effectiveness of mentoring for YCSA; 2) factors that influence the effectiveness of mentoring for YCSA; 3) the intervening processes that are most important in linking mentoring to outcomes for YCSA; and 4) the extent to which such mentoring has reached and engaged YCSA, has been implemented with evidence-based practices, and has been sustained by host organizations and settings. This literature review concludes that research which directly addresses mentoring for YCSA is limited in scope and is not sufficiently reliable to address the aforementioned issues; however, the review's limited findings, together with other research and surveys on the experiences of youth who have been involved with commercial sex, makes it possible to identify a number of promising possibilities for both the formal and informal mentoring of YCSA. The review notes the possibility that benefits of mentoring for YCSA may depend on mentors having appropriate training and/or their own histories of commercial sex exploitation.

	Also promising are mentoring processes that provide hope, identity, social support, and education and career development for YCSA. This review cautions, however, that a mentoring relationship with YCSA may be difficult to sustain due to change and instability in the lives of such youth." (p. 1-2)
Author	Credentials: PhD Position and Institution: Professor, Associate dean of research in the School of Public Health at University of Illinois at Chicago. Publication History in Peer-Reviewed Journals: Extensive (180)
Publication	Type of publication: Scholarly peer reviewed journal Publisher: National Mentoring Research Center Other: The research board for The National Mentoring Resource Center is comprised of 38 "prominent researchers who have expertise in the areas that are representative of the diversity in youth mentoring practice with regard to program models, settings for implementation, and specific populations and outcomes of interest… The Research Board's primary role is to assess and report on the evidence that bears on the effectiveness of different mentoring programs, practices, and resources that are intended to promote positive youth outcomes, particularly those relating to prevention of delinquent behavior, victimization and juvenile justice system involvement." (About- National Mentoring Research Center, 2022)
Date and Citation History	Date of publication: January 2016 Cited By: 10 (Limited)
Stated Purpose or Research Question	Research Questions: "1) the documented effectiveness of mentoring for YCSA 2) factors that influence the effectiveness of mentoring for YCSA 3) the intervening processes that are most important in linking mentoring to outcomes for YCSA 4) the extent to which such mentoring has reached and engaged YCSA, has been implemented with evidence-based practices, and has been sustained by host organizations and settings." (p. 1)
Author's Conclusion	"1. Mentoring is a theoretically promising form of support for youth with current or past involvement in (or high risk for involvement in) commercial sex activity (YCSA); direct evidence of the effectiveness of mentoring for this population of young persons, however, is lacking. 2. Available research suggests that relationships established between YCSA and staff, including those with histories of commercial sex involvement themselves, can be an important component of programs to support this population of youth. 3. Structured approaches to supporting the positive development of YCSA through mentoring show promise but have not yet been adequately tested; the same is true of psychoeducational programs that aim to help YCSA build the skills necessary to foster healthy relationships, including with potential mentors." (p. 7-8)
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Moderate Rationale: The Bethany House has many residents involved in commercial sexual activity. Although this article addresses factors that contribute to the effectiveness of mentoring for youth involved with commercial sexual activity, not adults involved in commercial activity, there is a paucity of information on mentorship for adults involved in sex trafficking. Therefore, it is reasonable to consider the findings of this article in creating a mentorship program for Bethany House mentors.
Overall Quality of Article	Overall Quality of Article: High Rationale: The methodology
Your Focused Question and	*Question:* Is mentorship effective for youth that have participated in commercial sexual activity? What influences the effectiveness of mentorship for youth that have participated in commercial sexual activity?

Clinical Bottom Line	*Clinical Bottom Line:* Although there are no research studies that support that mentorship is effective for youth that have participated in commercial sexual activity, there is literature to support other factors about such youth that can benefit from mentorship. For example, lack of parental support. Also, sexually exploited youth often seek stability and connection from their exploiters. A mentor could provide healthy support and guidance.
Your Lay Summary	This study was a population review of children involved in sex trafficking. It sought to explain the value of mentorship with this population. This study revealed how mentorship helps these children. There are not any studies that measures the benefits of mentorship with this population. However, there are studies that show how mentorship can help children that lack parental support. Many children involved in sex trafficking lack parental support. These children, therefore, would also benefit from mentorship. There are also factors that influence how helpful mentorship is for this population. One factor is the age of first involvement in sex trafficking. Children exploited younger can benefit most from stable relationships with adults. However, children exposed younger may be less open to these relationships due to trauma. Further mentor personality impacts effectiveness. Mentors that are genuine, non-judgmental, and caring when working with youth have better results. Finally, length of relationships impacts results. Mentor relationships of 18 months or more were sufficient to build trust.
Your Professional Summary	This population review sought to assert the effectiveness Interventions to support the success of youth who have participated in commercial sexual activity are widely unstudied in current literature. However, there are other factors common in this population in which there is evidence of mentorship's effectiveness. For example, there is evidence to support mentorship's effectiveness in youth that lack the support of family or youth that are runaways. This population review also provided a review of the factors that influence the effectiveness of mentorship for youth that have participated in commercial sexual activity. One factor mentioned was the age of initial involvement with sex trafficking. Although individuals who were exploited at a younger age could benefit the most from reparative relationships with caring adults, heightened exposure to trauma in this population may make these individuals less open to close emotional engagement with mentors. Mentor personality and attitude also impacts the potential positive impact. Studies indicate the importance of mentors being genuine, non-judgmental, caring, and collaborative when working with youth involved in commercial sexual activity. Further, mentors with personal experience of sexual exploitation or "survivor mentoring" have especially positive outcomes with sexually-exploited youth. Finally, mentor relationships of 18 months or more was a sufficient length of time to build the trust of the youth.

#3	**Overview of Article**
Type of article	Overall Type: Review of Research Specific Type: Narrative literature review
APA Reference	Schwartz, S. E., Lowe, S. R., & Rhodes, J. E. (2012). Mentoring Relationships and Adolescent Self-Esteem. *The prevention researcher*, *19*(2), 17–20. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3873158/
Abstract	"It is estimated that three million youth in the United States are in formal mentoring relationships in which volunteers are matched with children and adolescents, and this number continues to rise (MENTOR/National Mentoring Partnership, 2006). Many more youth have meaningful, natural mentoring relationships with extended family members, teachers, neighbors, coaches, and other caring non-parental adults. Anecdotal accounts of mentoring relationships and their life-transforming effects on young people abound in the media, including stories of caring adults helping young people to discover their strengths and, in doing so, enhance their feelings of self-esteem and confidence. But how does the research bear on this topic? Below, we review the highlights of this research, first discussing different approaches to youth mentoring and then summarizing the research on (1) the effects of mentoring relationships on self-esteem, (2) factors that predict variation in relationship

	effectiveness, and (3) the processes through which these relationships exert such effects." (p. 1)
Author	Credentials: B.A., Med, PhD Position and Institution: Associate Professor, psychology; Suffolk University Publication History in Peer-Reviewed Journals: Moderate (40+)
Publication	Type of publication: Scholarly peer reviewed journal Publisher: The Prevention Researcher Other: "The Prevention Researcher is a journal featuring research about adolescent development. Designed for use by youth workers, its articles feature evidence-based information regarding topics pertinent to youth."
Date and Citation History	Date of publication: April 2012 Cited By: 59
Stated Purpose or Research Question	"…we review the highlights of this research, first discussing different approaches to youth mentoring and then summarizing the research on (1) the effects of mentoring relationships on self-esteem, (2) factors that predict variation in relationship effectiveness, (3) the processes through which these relationships exert such effects." (p. 1)
Author's Conclusion	"Close and enduring relationships may have a unique capacity to influence youth self-esteem. By connecting youth with a stable and supportive relationship with a caring non-parental adult, mentoring programs can provide a context in which adolescents can develop self-esteem and confidence in their abilities. These are important youth assets that are associated with positive psychological, behavioral, and academic outcomes. At the same time, mentoring relationships can have a negative impact on youth self-esteem if such relationships are inconsistent or terminate prematurely. Programs play an important role in fostering high quality mentoring relationships, through careful screening practices, evidence-based training, and ongoing monitoring and support of mentoring relationships. A deeper understanding of mentoring relationships, combined with high-quality programs, enriched settings, and a better integration of research, practice, and policy will better position programs to harness the full potential of youth mentoring." (p. 6)
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Highly Rationale: Although this article summarizes available evidence on mentorship for youth, it still discusses factors to consider to promote the self-esteem of Bethany House residents through mentorship. This could inform the content of mentor training in the Beyond Bethany program.
Overall Quality of Article	Overall Quality of Article: High Rationale: This article cites high-quality peer-reviewed evidence related to the topic of self-esteem and mentorship relationships. It compiles evidence to support the effectiveness of mentorship to promote the self-esteem of mentees.
Your Focused Question and Clinical Bottom Line	*Question: What factors influence youth self-esteem with mentorship?* *Clinical Bottom Line:* "Consistent contact can result in increased self-esteem while inconsistent contact can result in decreased self-esteem…Regular contact can lead to greater time spent engaging in beneficial activities, the provision of emotional and instrumental support, and deeper involvement of the adult in the youth's social network" (p. 4). Relationship length impacts youth self-esteem. Mentor relationships that end in 3-6 months negatively impact youth self-esteem. Mentor relationships that exceeded 12 months resulted in positive effects on, "levels of self-worth, perceived social acceptance and scholastic competence, parental relationship quality, school value, and levels of both drug and alcohol use" (p. 4)… "Favorable outcomes are most likely to occur when youth experience both structure and support from their mentors" (p. 4).
Your Lay Summary	This article summarizes studies on mentorship and youth self-esteem. Mentorship impacts self-esteem. Self-esteem is an individual's overall evaluation of his or herself. Low self-esteem can result in poorer mental and physical health and increased criminal behavior. Relationships involving emotional support and social approval are key in promoting self-

	esteem. Long-term mentor relationships can promote self-esteem. However, inconsistent visitation or early termination of mentorship can negatively impact youth self-esteem. There are many different kinds of mentors. Natural mentors are within a family or social circle. Research shows that children with a natural mentor report greater self-esteem and life satisfaction. A community-based mentor is a mentor assigned to a child by an organization. Community-based mentors did not support self-esteem as much as natural mentors. However, there was still a statistically significant positive influence. School-based mentors visit youth during the school day. School-based mentorship did not impact youth self-esteem. However, they did improve youth confidence in academics.
Your Professional Summary	This article summarizes the impact mentors have on youth self-esteem. Self-esteem is an individual's overall evaluation of his or herself. Low self-esteem can result in poorer mental and physical health and increased criminal behavior. Relationships involving emotional support and social approval are key in promoting self-esteem. Because of the significance of relationships in developing self-esteem, mentorship can increase the self-esteem of youth. Long-term mentor relationships can promote self-esteem. However, short-term, inconsistent visitation, or early termination of mentorship can negatively impact youth self-esteem. There are also many different kinds of mentors. Natural mentors are non-parental mentors within a family or social circle. Longitudinal studies indicate that children with one or more natural mentors tend to report greater self-esteem and life satisfaction. A community-based mentor is a mentor assigned to a child by an organization. Although there was not a as high an increase in the self-esteem of children with community-based mentors, these was still a statistically significant positive influence. School-based mentors visit youth during the school day. School-based mentorship did not impact youth self-esteem, overall. However, it did increase academic confidence in youth, one critical component in self-esteem in school-aged children.

#4	**Overview of Article**
Type of article	Overall Type: Qualitative Research Study Specific Type: Pilot Program and Focus Group
APA Reference	Raithelhuber, E. (2019). 'If we want, they help us in any way': How 'unaccompanied refugee minors' experience mentoring relationships. European Journal of Social Work, 24, 251-266.
Abstract	"Little is known about the growing phenomenon of 'mentorship for "unaccompanied refugee minors"'. This article looks into one serious gap, based on a case study in Austria, asking: How do these young people, most of them seeking asylum, represent relationships in a mentorship programme? Here, youth mentoring is understood as a community-based form of social intervention carried out by an organisation that connects trained adult volunteers with young people. The findings from two multilingual group interviews focus on various dimensions of social support and social capital, e.g. with regard to settling in and life course transitions. Reacting to calls for methodological reflection in studies on the refugee experience, the article presents in detail the setting and approach, which partly built on the concept of the 'tripled Otherness of "unaccompanied minors"'. An analysis of their narrations is discussed against the wider context, particularly that of systematic discrimination by welfare agencies and efforts by various actors to rearrange URMs' differential inclusion. The conclusion proposes that research should better reflect the political dimension in mentoring for marginalised populations. It argues that the potential of such programmes should be tapped to develop progressive protection arrangements extending beyond the limits of the welfarist nation state." (p. 251)
Author	Credentials: PhD Position and Institution: Professor, Salzburg University; Salzburg, Austria Publication History in Peer-Reviewed Journals: Moderate (30+)
Publication	Type of publication: Scholarly peer reviewed journal Publisher: European Journal of Social Work

Date and Citation History	Date of publication: 2021 Cited By: 22
Stated Purpose or Research Question	"How do these young people, most of them seeking asylum, represent relationships in a mentorship programme?...In the following, I characterise key aspects of the state of the art in youth mentoring for URMs and research on how URMs perceive their social relationships, highlighting gaps. The question, context and design of the underlying investigation are then outlined, with a particular focus on the research setting. Having sketched the theory and methodology for our two group interviews, I present and discuss selected findings." (p. 252)
Author's Conclusion	"In summary, it can be said that, in various ways and to varying extents, the pilot project helped these young people find opportunities and ways of partially achieving substantial social participation at central institutions – clearly after just a few months of mentoring." (p. 260) "Our findings suggest that social support functions emerge dynamically in the very process of experiencing and negotiating the personal relationship between 'young people' and 'adults'. What is meant here is a process where both sides (have to) use their respective experiences – and possibly even the harm that has been done them – to create personal, and especially intergenerational, relationships" (p. 263-264)
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Highly Rationale: This article calls to mind a major gap in current research relevant to my target population, the perception of refugee youth on the effectiveness of mentorship relationships. It partially fulfills this gap in offering details of a focus group offered two months after a pilot program of mentorship for refugee youth in Austria.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: This article takes one step to fill a gap in existing literature. The focus group designed does, in fact, provide a space for refugee youth to share their experiences of the pilot mentorship program. However, the fact that this focus group was conducted by the individuals that piloted the program reduces the validity of the data collected. Participants may be less likely to share negative experiences of the program to researchers.
Your Focused Question and Clinical Bottom Line	*Question:* How do refugee youth perceive mentor relationships? *Clinical Bottom Line:* Refugee youth perceive mentorship as an opportunity to establish social contacts, enhance communication skills, access institutions and resources, access support for transitions in the life course, and access emotional and psychosocial support.
Your Lay Summary	This study created a new mentorship program for refugee youth. After 2 months, researchers held a focus group. The purpose of the focus group was to understand youth opinions on their mentor relationships. During the focus group, several themes emerged. First, youth viewed mentorship as a way to gain social support. Youth liked getting to know people in their new community. Youth also enjoyed getting to practice the local language. Youth mentioned receiving access to resources through their mentors. Related to that, youth appreciated guidance in seeking higher education. One participant learned the steps to become a mechanic with the guidance of his mentor. Youth also expressed gaining emotional support of their mentors. Overall, youth had a positive experience of their mentorship program. This suggests that mentorship can be a helpful tool in meeting the unique needs of refugee youth.
Your Professional Summary	There is currently no literature available on refugee beliefs and opinions on the value of mentorship relationships. Refugees have unique emotional and psychological stresses, and so this current research aimed to fill this gap. The investigators piloted a mentorship program for asylum-seeking youth in Austria. After 2 months, a focus group of 6 youth participants was held to gather information on youth perceptions of their relationships with their mentors. The results revealed five themes. The first was a perceived increase in social connection and social capital. Participants expressed appreciation for the social ties that mentorship provided. Further, connecting to people already established in local culture increased youth sense of

social capital. Participants also mentioned gaining improved local language skills as a result of their mentorship relationship. Whether through direct instruction of mentors or incidentally as a result of increased socialization with German-speaking people, participants agreed that mentorship improved their communication skills in their host country. Participants also mentioned having increased access to institutions and social services in their mentorship relationship. One participant was able to begin career planning with his mentor, learning the steps to become a mechanic because of his mentor's guidance. Finally, youth expressed gratitude for the emotional and psychosocial support of their mentors. Overall, youth had a positive experience of their mentorship program. This suggests that mentorship can be a helpful tool in meeting the unique needs of refugee youth.

#5	**Overview of Article**
Type of article	Overall Type: Expert Opinion Specific Type: Professional Organization Publication
APA Reference	Schineller, K & Rummell, C. (2011). Mentoring immigrant and refugee youth: A toolkit for program coordinators. *MENTOR/National Mentoring Partnership.* https://files.eric.ed.gov/fulltext/ED522073.pdf
Abstract	*"Mentoring Immigrant Youth: A Toolkit for Program Coordinators* is a comprehensive resource that is designed to offer program staff important background information, promising program practices and strategies to build and sustain high-quality mentoring relationships for different categories of immigrant youth. *Mentoring Immigrant Youth: A Toolkit for Program Coordinators* acts as a supplemental guide to MENTOR's *How to Build a Successful Mentoring Program Using the Elements of Effective Practice—*a step-by-step toolkit that provides tips and strategies for developing and strengthening youth mentoring programs. Included in this resource, you will find five chapters that focus on skills needed to design, plan, manage, operate and evaluate programming specifically for immigrant youth in your area. Each chapter has a series of "ready-to- use" tools, templates and training exercises that will take you through the different steps necessary to build or strengthen mentoring relationships that hold the potential to make a difference in the lives of new Americans. In addition, highlighted case studies are included throughout this resource to showcase practices that might be useful to replicate in your own program." (p.iii)
Author	Credentials: M.A. Position and Institution: Vice President of Special Projects and Initiatives at MENTOR, an organization that creates mentorship programs in New York City and central Vermont. Publication History in Peer-Reviewed Journals: Schineller does not work in academia. She works directly in mentorship program development.
Publication	Type of publication: Professional publication from a mentorship organization Publisher: MENTOR, mentorship program non-profit Other: "MENTOR ensures that leading-edge research, field-based evidence, community insights, and effective training converge to increase, sustain, and evaluate the quality and effectiveness of mentoring relationships for young people… MENTOR strengthens and expands local mentoring leadership to identify innovations and systemic solutions to ultimately provide the access and capacity necessary to drive increased quality mentoring relationships for young people and strengthen communities… ENTOR accelerates and influences public and political will to drive civic engagement, mentor recruitment, policy change, and public/private investment that deliver the relationships necessary for young people." (MENTOR Mission and Vision, Mentoring.com)
Date and Citation History	Date of publication: 2009 Cited By: Not Cited, Professional publication
Stated Purpose or	*Mentoring Immigrant Youth: A Toolkit for Program Coordinators* is a comprehensive resource that is designed to offer program staff important background information, promising

Research Question	program practices and strategies to build and sustain high-quality mentoring relationships for different categories of immigrant youth.
Author's Conclusion	"Working with children from immigrant and refugee families requires a great deal of empathy and care. As a program coordinator, it is essential for you to take the time to listen—to really hear the experiences, hopes and challenges that each young immigrant or refugee mentee faces. Also, remember that many young people transitioning to this country may be dealing with loss—of their homeland, family, or friends. Young immigrants may also be brushing up against the loss of an ideal—realizing that life in the United States is far different from what they expected. Because of these important needs, programs are strongly recommended to explore ways to create program climates that are welcoming, responsive and inclusive. " (p. 11)
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Highly Rationale: This article shares evidence-based recommendations for existing mentorship programs to meet the needs of refugee and asylum-seeking youth.
Overall Quality of Article	Overall Quality of Article: High Rationale: This article offers education on the needs of youth that are refugees or seeking asylum. This creates
Your Focused Question and Clinical Bottom Line	*Question:* What are best practices for mentorship programs to support refugee and asylum-seeking youth? *Clinical Bottom Line:* It's critical to design and plan inclusive mentoring programs, manage a culturally competent mentoring program, recruit and prepare mentors to work with immigrant youth, and create and support mentoring relationships with immigrant youth after the match is made.
Your Lay Summary	Refugee youth could benefit from mentorship. Many mentorship programs believe they cannot effectively support refugees. They are concerned about language barriers. They worry about the legality of serving undocumented youth. They worry that they will not be able to meet the needs of these youth. However, all mentorship programs are not one-size-fits-all. Mentorship programs teach mentors to meet the unique needs of their mentee. With some additional training, mentors can understand the needs of refugee youth. Mentors should be educated on policy pertaining to refugees and asylum-seeking youth. Mentors should be educated on common risks that immigrant youth face. Mentors should have a strengths-based view of their mentee. Mentorship programs should recruit refugee youth participants.
Your Professional Summary	This article was published in by MENTOR, a non-profit organization dedicated to the creation and implementation of quality youth mentorship programs throughout New York City and central Vermont. The purpose of this publication was to provide a review of evidence suggesting best practices to mentorship programs that support or are considering supporting youth that are refugees or asylum-seekers. Recommendations were divided into five chapters: Mentoring for immigrant youth is important, Designing and planning inclusive mentoring programs and relationships, Managing a culturally competent mentoring program, Finding and preparing mentors to work with immigrant youth, and Creating and supporting mentoring relationships for immigrant youth. This content served to educated program designers on the unique needs of youth with immigrant and refugee backgrounds. It also offered education on the importance of supporting refugees in existing mentorship programs due to the needs this population has and the magnitude to which youth could benefit from mentorship. Overall, this publication challenges common concerns of program insufficiency to meet the needs of this population. Afterall, mentors offer support based on the unique needs of every child, and children with refugee backgrounds should be no different.

#6	**Overview of Article**

Type of article	Overall Type: Review of Research Specific Type: Translation Article
APA Reference	Beidas, R. S., Koerner, K., Weingardt, K. R., & Kendall, P. C. (2011). Training research: practical recommendations for maximum impact. *Administration and policy in mental health*, *38*(4), 223–237. https://doi.org/10.1007/s10488-011-0338-z
Abstract	"This review offers practical recommendations regarding research on training in evidence-based practices for mental health and substance abuse treatment. When designing training research, we recommend: (a) aligning with the larger dissemination and implementation literature to consider contextual variables and clearly defining terminology, (b) critically examining the implicit assumptions underlying the stage model of psychotherapy development, (c) incorporating research methods from other disciplines that embrace the principles of formative evaluation and iterative review, and (d) thinking about how technology can be used to take training to scale throughout all stages of a training research project. An example demonstrates the implementation of these recommendations." (p. 1)
Author	Credentials: PhD Position and Institution: Associate professor of Psychiatry, Medical Ethics and Health Policy, and Medicine; University of Pennsylvania Publication History in Peer-Reviewed Journals: Extensive (300+ articles)
Publication	Type of publication: Scholarly peer reviewed journal Publisher: Administration and Policy in Mental Health and Mental Health Services Other: This article also had an NIH-published manuscript
Date and Citation History	Date of publication: July 2011 Cited By: 123
Stated Purpose or Research Question	"The aim of this paper is to offer recommendations for individuals interested in programmatic research within the area of training clinicians in EBP for mental health and substance abuse." (p.2)
Author's Conclusion	"The DI of EBP for mental health and substance abuse depends upon a training research agenda using methods that can take our collective efforts to scale. We suggest four recommendations that training researchers can consider to increase the impact of their work: (a) aligning with the larger DI literature to consider contextual variables and clearly define terminology, (b) critically examining the implicit assumptions underlying the stage model of psychotherapy development, (c) incorporating research methods from other disciplines that embrace the principles of formative evaluation and iterative review, and (d) thinking about how technology can be used to take training to scale throughout all stages of a training research project. Our hope is that researchers will actively consider how they might apply these suggestions to their own programs of research, particularly when exploring areas which may be new (e.g., formative evaluation). " (p. 14)
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Moderate Rationale: This article provides recommendations for the training of substance abuse providers. Although this is not related to my target demographic, this article offered good suggestions for methods of program evaluation that I hope to use in assessing the effectiveness of the mentor trainings for The Beyond Bethany mentorship program.
Overall Quality of Article	Overall Quality of Article: High Rationale: This article summarizes evidence from over 100 peer-reviewed articles. It offers practical suggestions to support the implementation of evidence-based practice in settings that treat individuals with substance abuse disorder.
Your Focused Question and Clinical Bottom Line	*Question:* How can one measure the impact of training methods? *Clinical Bottom Line:* Measuring only adherence and competence of trainers does not necessarily result in improved patient outcomes. Both high adherence and low adherence result in reduced patient outcomes. However, moderate adherence results in the best patient

	outcomes. It's important to also train trainers when and when not to use an intervention rather than assuming homogenous need among all people with substance abuse disorder.
Your Lay Summary	The audience for this paper is mental health program researchers. The purpose of this article is to support the growth of research in this area. This article aims to promote the use of evidence-based practice in substance abuse programs. Authors suggest the use of common terminology in research. Authors also recommends better research design in this area. Finally, authors suggest consideration of time when an intervention is not appropriate. This makes sure that people will not be harmed by new intervention.
Your Professional Summary	This is a translation article, summarizing the evidence relevant to the training of substance use providers. It also introduces common barriers and makes recommendations for dissemination and implementation researchers to encourage the use of evidence-based practice. The audience for this publication is substance use and mental health program develops as well as dissemination and implementation (DI) researchers. The first recommendation is to "align with the larger DI literature to consider contextual variables and clearly define terminology" (p.2), encouraging the use of common terminology as well as a "consolidated framework for implementation research to guide study design" (p.3). The next recommendation is to consider the assumptions that underly the "stages" of psychotherapy development (p.4) to reduce the likelihood of inappropriate use of an intervention. Further, the authors recommend the use of research methods from other disciplines to avoid research silos (p. 7). Lastly, the authors recommend the use of technology to improve the sample sizes in research (p. 10).

#7	**Overview of Article**
Type of article	Overall Type: Primary Research Study Specific Type: Pilot Program
APA Reference	Paloma, V., de la Morena, I., Sladkova, J., & López-Torres, C. (2020). A peer support and peer mentoring approach to enhancing resilience and empowerment among refugees settled in southern Spain. *Journal of community psychology*, *48*(5), 1438–1451.https://pubmed.ncbi.nlm.nih.gov/32134511/
Abstract	"This study aims to analyze the processes of resilience and empowerment experienced by refugees in southern Spain during their participation in a community-based intervention. Intervention design covered two phases over 15 weeks: (a) accompanying a group of 10 settled refugees to become mentors, making use of a peer-support-group format; and (b) holding four cultural peer-support groups made up of newly arrived refugees led by the previously trained settled refugees, following a peer-mentoring format. We analyzed the mentors' narratives and written evaluations produced over the course of the intervention program. Mentor resilience increased during the first program phase and remained high and stable during the second phase. Mentor empowerment steadily increased throughout the duration of the program, and was fueled when participants became mentors to newly arrived refugees during the second phase. This study highlights how a peer-support and peer-mentoring approach is useful for enhancing the resilience and empowerment of refugees in receiving societies." (p. 1438)
Author	Credentials: PhD Position and Institution: Associate professor, University of Sevilla in Spain Publication History in Peer-Reviewed Journals: Moderate
Publication	Type of publication: Scholarly peer reviewed journal Publisher: Wiley Journal of Community Psychology
Date and Citation History	Date of publication: August 2019 Cited By: 12
Stated Purpose or Research Question	"Our aim is …to offer empirical support to the dynamic processes of resilience and empowerment experienced by 10 adult refugees before taking part in a peer-support group and subsequently acting as peer mentors in an intervention program aimed at supporting newly arrived refugees in Andalusia (southern Spain). " (p. 1439)

Author's Conclusion	"The results highlight the usefulness of a peer-support and peer-mentoring approach to enhancing resilience and empowerment by refugee mentors in the receiving society. Specifically, the mentors' resilience increased over time, and they were empowered to utilize their inner strength toward developing new support systems, taking specific actions to improve their community's situation, and training to help newly arrived refugees in southern Spain." (p. 1448)
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Moderate Rationale: This article discusses the importance of resilience and empowerment in promoting the mental health of refugee women. It also shows evidence of peer mentorship promoting resilience in refugee women. However, Bethany House mentors will likely not be peers, former asylum-seekers.
Overall Quality of Article	Overall Quality of Article: Low Rationale: This study does not have any quantifiable measure of resilience and empowerment. Rather, they asked residents if they feel more resilient or empowered after each of 12 sessions. They also used written feedback to look for themes of resilience and empowerment. This could result in researchers looking through the data for the information they want to see. Although the design is not of the highest quality, this article offers helpful data to understand the perspectives of refugee participants.
Your Focused Question and Clinical Bottom Line	*Question:* What effect does a peer support program have on the resilience and empowerment of refugees? *Clinical Bottom Line:* A peer support program increases the resilience and empowerment of refugees.
Your Lay Summary	This study tested an intervention to help refugees. It tested a peer support program. Researchers tested if the program improved the resilience and empowerment of refugees. The group met for 12 weeks. Each week included a meditation, lesson, sharing time, and presentation of a community resource. Participants took a survey after each session. This allowed researchers to measure progress over time. The results showed that resilience and empowerment increased for refugees. Researchers found themes in participant's written responses. Participant's had more positive beliefs about their life "in five years" at the end of the program. Participants had an increase in hope. The program also gave participants more confidence in their strengths. It also made participants feel more able to cope. These factors suggest that peer support groups are a valuable intervention for refugees.
Your Professional Summary	This was a research study with pre-post design. It tested the effectiveness of a pilot peer support program to improve the resilience and empowerment of refugees. The program met for 12 weeks. Each session included a medication, a lesson, a time for residents to share their experiences, and a time to share information on a community resource with participants. After each session, residents were given a written survey to gather information on their feelings of resilience and empowerment. It also collected qualitative information on participant opinions on different aspects of the lesson. The results showed that resilience and empowerment increased over time for refugees. In analyzing participant's written responses to questions, several themes emerged. First, participant's had more positive beliefs about their life "in five years" at the end of the program. This shows that participants had an increase in hope throughout the course of the program. The program promoted participant self esteem, as participants expressed more confidence in their strengths and awareness of their faults. Participants also expressed a greater ability to cope with adversity throughout the duration of the program. These factors suggest that peer support groups are a valuable tool to support the resilience and empowerment of refugees.

#8	**Overview of Article**
Type of article	Overall Type: Primary Research Study Specific Type: Pilot Program

APA Reference	Bradford, D., & King, N. (2011). The Calvary Hospital Refugee Mentoring Program. Australian Journal of Career Development, 20(1), 42. https://link.gale.com/apps/doc/A268311545/CWI?u=clic_stkate&sid=bookmark-CWI&xid=bb1b9b76
Abstract	"In 2007 the Calvary Refugee Mentoring Program (CRMP) was initiated at Calvary Hospital, Canberra, to provide an affirmative and individualised learning placement in workplaces for individuals with a refugee background. This work placement was designed to enhance the participants' knowledge of workplaces and to prepare them for future career and study pathways. This program also aimed to enhance participants' self-confidence and encourage networks to support their engagement with the world of work in Australia. The CRMP was devised as a way of assisting refugees to access an employment opportunity, to acquire and develop language skills related to the workplace and to participate in a program that enabled them to experience positive and supportive behaviour from their hosts." (p. 42)
Author	Credentials: PhD Position and Institution: Professor of Clinical Psychiatry, Director of Minority Mental Health Research Center Publication History in Peer-Reviewed Journals: Limited
Publication	Type of publication: Scholarly peer reviewed journal Publisher: Australian Journal of Career Development
Date and Citation History	Date of publication: 2011 Cited By: 5
Stated Purpose or Research Question	"This work placement was designed to enhance the participants' knowledge of workplaces and to prepare them for future career and study pathways. This program also aimed to enhance participants' self-confidence and encourage networks to support their engagement with the world of work in Australia." (p. 42)
Author's Conclusion	"The CRMP has been running for two years and has assisted 26 refugees. As each participant completes the program, he or she is given an evaluation. Overwhelmingly, the participants have reported that the pre-program counselling interview was very useful and provided them with direction and hope as well as being positive and encouraging. The participants reported that this session laid out a foundation for goals to reach in the work experience and provided them with a transition to other careers or future learning. The placement was very positive for the entire group with individual outcomes reached successfully. Overall, the clients felt more prepared to enter the workforce and knew whom to contact when they required further assistance or information. The experience gave one client a clearer understanding of work areas within her university studies and equipped her to make appropriate adjustments to her curriculum. The CRMP has had the additional benefit of engaging hospital staff at Calvary Hospital by facilitating the opportunity to provide direct support and association with refugees in the Canberra community. After two years, over 80% of the participants are either in full-time employment or study. The CRMP is a wonderful initiative and it has been a personally rewarding experience for the career practitioners to witness the participants achieve excellent outcomes and to provide them with the necessary tools to succeed in their own future career development." (p. 45)
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: High Rationale: This mentorship program had the specific objective of improving the career readiness of refugees in Australian culture. Although the Beyond Bethany mentorship program's goals will go beyond this objective, it will certainly involve some education on job readiness and professionalism.
Overall Quality of Article	Overall Quality of Article: Low Rationale: Although the quality of the program was high, the primary metric reported to indicate the success of the program was percent full-time employment after 2 years. This metric does not at all compare rates to the refugee population at large, limiting the value of this figure to support the program's effectiveness.

Your Focused Question and Clinical Bottom Line	*Question:* Can a mentorship program promote full-time employment in refugee populations? *Clinical Bottom Line:* Although 80% of participants achieved full-time employment at the study's conclusion, it is unclear the extent to which this rate is improved compared to the general population of refugees.
Your Lay Summary	This study tested an intervention to help refugees. It tested a career mentorship program. Researchers tested if the program improved full-time employment of refugees. 11 mentors attended a day-long training. Twenty-six refugees participated over two years. They had a day-long training as well at the program's start. Data was collected at the end of the program. Participants shared their opinions on the program. Researchers helped participants create resumes with the skills they learned in the program. Two years after beginning the program, 80% of participants were employed full-time. This suggests that the mentorship program is a valuable intervention.
Your Professional Summary	This article presented details of a unique intervention to support the career readiness of individuals with refugee and asylum-seeking backgrounds. The program was designed to first provide education that is helpful to all immigrants seeking employment in America. This day-long training was provided in a traditional classroom setting. The rest of the program, however, involved more individualized support. Mentors discussed participant's career paths in their home countries and their career goals now in their host countries. Mentors provided feedback based on individual participant goals and skills. The most common difficulty participants experienced was transitioning to a country where their formal credentials were not valid or recognized. Overall, two years after participation in the program, 80% of participants have achieved full-time employment. This suggests that this career readiness mentorship program is a valuable intervention to support the career goals of refugees.

#9	**Overview of Article**
Type of article	Overall Type: Theoretical Article Specific Type: Pilot Program Proposal
APA Reference	Tregale, R. (2015, July 1). From homeland to home: *Evaluating the impact of LEAP-Macquarie Mentoring (refugee mentoring program) on mentees.* Students Transitions Achievement Retention & Success (STARS), Melbourne, Victoria, Australia. http://www.unistars.org/papers/STARS2015/03C.pdf
Abstract	"This paper examines the impact of the LEAP-Macquarie Mentoring (Refugee Mentoring) program on high school students from refugee backgrounds who are mentees on the program. A qualitative study was completed involving five focus groups, individual and semi structured interviews with 54 mentees. Transcripts of interview and focus groups were analysed using a grounded approach. This led to the formation of a case study on a mentee who was now at university and involved in the program as an ambassador. Key findings highlighted that the LEAP-Macquarie Mentoring (Refugee Mentoring) program supported students in making a smooth personal, social, and academic transition from high school to university, helped them develop leadership potential, and provided them with a connection to community. In the long term this works to re-establish social capital, enhances resilience and empowers students to be role models." (p. 1)
Author	Credentials: MA Position and Institution: Director of the Widening Participation Unit at Macquarie University (2012-2017) Publication History in Peer-Reviewed Journals: Limited
Publication	Type of publication: Professional Conference Presentation Publisher: STARS (Students Transitions Achievement Retention & Success)

	Other: "(STARS) provides the opportunity to disseminate and discuss current research, good practice, emerging initiatives and leading edge ideas that are aimed at enhancing students' tertiary learning experiences." (About, Unistars.org)
Date and Citation History	Date of publication: Cited By: 4
Stated Purpose or Research Question	"This paper examines the impact of the LEAP-Macquarie Mentoring (Refugee Mentoring) program on mentees by focusing on two major areas: progression to higher education challenges and the role of mentoring in assisting that progression." (p.1)
Author's Conclusion	"Heightened concept of a community spirit within the university will help attract new students. The evidence indicates the LEAP-Macquarie Mentoring (Refugee Mentoring) program provides mechanisms to provide sustained, goal-directed support to students for higher education. The mini case study highlights the journey of a mentee on the program who was now an ambassador for the program and was seen as a strong role model for new mentees on the program…the program contributes to the development of educational and social capital for students to develop students' confidence, resilience and agency." (p. 8)
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Moderate Rationale: Although Bethany House supports mostly women out of high school, the women that the Bethany House supports would benefit from similar intervention to the LEAP program. However, this article places a heavy emphasis on university attendance as higher-level education which is not the encouraged career path for Bethany House residents. This makes sense because college tuition is covered by the government in Australia. Bethany House residents need to explore more short-term education options like certificate or trade school programs.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: This study collected information during five focus groups. Convenience sampling was used to select focus group members, whereas random sampling would be a strategy to result in more valid data. However, recordings were transcribed by a third party and a systematic method of thematic analysis was completed.
Your Focused Question and Clinical Bottom Line	*Question:* Did a mentorship program improve the likelihood of participating refugees to pursue higher education at a local university? *Clinical Bottom Line:* Refugees expressed positive opinions of university life and personal aspirations following participation in LEAP. Increased awareness of what it takes to go to college likely increased the likelihood of refugee pursuit of college education.
Your Lay Summary	This article shared the results of a program for refugee youth. The program is called the LEAP program. This stands for Learn, Engage, Act, Perform. The LEAP program lasts 11 weeks. In this program, refugee youth are mentored by college students. College students provided academic support. College students also helped mentees set goals. Data were collected during five focus groups. The groups included the perspectives of 42 mentees. In the focus groups, several themes emerged. Youth felt more comfortable on a college campus because of the program. They also expressed positive attitudes and intentions towards college. The mentorship also gave participants a sense of purpose. Participants developed goals related to academics and career planning. Overall, this program offers a valuable support to promote refugee pursuit of higher education.
Your Professional Summary	This article shared the results of the LEAP (Learn, Engage, Act, Perform) program, lead by Macquarie University in Sydney, Australia. This program was funded by the Australian Federal Government as part of their efforts to promote the pursual of higher education in refugee youth. In the program, refugee youth participants received the individualized mentorship of a college student. These mentors offered support in academics and in career planning. Five focus groups were held to understand the perspectives of mentees on the quality of the program. The groups included the perspectives of 42 mentees. In the focus groups, several themes emerged. First, youth expressed more positive attitudes and intentions

towards higher education. Next, mentorship gave mentees a sense of purpose, offering the opportunity for youth to plan for their future careers. Additionally, participants expressed more academic focus as a result of the mentorship program. Overall, this feedback indicates that the program offers a valuable support to promote refugee pursuit of higher education.

#10	**Overview of Article**
Type of article	Overall Type: Primary Research Study Specific Type: Ethnographic Study
APA Reference	Koyama, J., & Kasper, J. (2021). Pushing the Boundaries: Education Leaders, Mentors, and Refugee Students. Educational Administration Quarterly, 57(1), 49–81.
Abstract	"Purpose: In this study, we trace the work of refugee student–family mentors (mentors) in an Arizona school district who work across school–family boundaries. Utilizing boundary spanning theory, we examine how education leaders—teachers, school principals, assistant principals, and district administrators—work with the mentors. We document the interactions between the school leaders and the mentors and compare them with the interactions between the refugee families and the mentors. Research Methods/Approach: We draw on data collected in a 3-year ethnography of refugee networks and on a related set of extended interviews with refugee parents. Data includes interviews with refugee mentors, school leaders, and refugee parents, as well as interviews with staff members of refugee support organizations, resettlement agencies, and state programs. Observational fieldnotes and documents were also collected. Data analysis included emergent coding and theme comparison across all data. Conclusions: We demonstrate that the refugee parents respect and depend on the mentors, while school leaders often treat them as "helpers." We analyze how the mentors are delegitimized by the actions of education leaders in schools, and also by their marginalization in the school district. We recommend additional research be conducted on how school districts interact with refugee students and families. We suggest that education leaders better support the work of staff who work with refugees and other culturally and linguistically diverse students by taking a resource inventory, clarifying staff roles, including parents in decision making, and making a commitment to build inclusive school communities." (p.50-51)
Author	Credentials: PhD Position and Institution: Professor, Cultural anthropologist, vice dean of the Division of Education Leadership and Innovation at Arizona State University Publication History in Peer-Reviewed Journals: Extensive
Publication	Type of publication: Scholarly peer reviewed journal Publisher: University Council for Educational Administration, Educational Administration Quarterly
Date and Citation History	Date of publication: 2021 Cited By: 8
Stated Purpose or Research Question	"In this study, we trace the work of refugee student–family mentors (mentors) in an Arizona school district who work across school–family boundaries. Utilizing boundary spanning theory, we examine how education leaders—teachers, school principals, assistant principals, and district administrators—work with the mentors. We document the interactions between the school leaders and the mentors and compare them with the interactions between the refugee families and the mentors." (p. 49)
Author's Conclusion	"In this article, we articulate how education leaders interact with a subset of ELLs, refugees, and with the other actors, including mentors, who share the responsibility of addressing the educational and social needs of refugee stu- dents and, often, their families. While our focus is on the mentors as district actors, much of our data also shows how school and district leaders take part—or do not take part—in creating supportive learning environments for refugee students and inclusive school spaces for their families." (p. 55)
Overall Relevance to	Overall Relevance of Article: Moderate

your Doctoral Capstone Project	Rationale: Although this study addresses the needs of refugee students in a high school setting, it discusses important dynamics to consider in providing team-based support.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: This article collects extensive data from a few resources. Improved sample size and randomization could improve the study design.
Your Focused Question and Clinical Bottom Line	*Question:* What is the best way for program developers to engage mentors to support positive outcomes for the mentee? *Clinical Bottom Line:* Treat mentors as valuable members of the team. Collaborate with mentors, rather than assuming a "supervisor" role. Acknowledge areas in which a mentor knows better than you and seek their input and perspective.
Your Lay Summary	This study aimed to better support refugee students in an Arizona school district. This school district has a mentorship program for refuge students. Mentors are hired to support students with refugee status. Before this study, it was unclear how mentors work with other team members. Data were collected over 18 months. Researchers had interviews and gave surveys. Test subjects were mentors, students, parents, teachers, and principals. Researchers sought to understand how mentors collaborate on the team. Mentors desired respect from other professionals. They felt that there was little understanding of their role. Some teachers believed they were merely interpreters. However, this district had a separate interpretation department. Over all, mentors were proud of their work. They cared deeply about children and parents. They wanted respect from other professionals. This would allow collaboration and improved experiences for children and families.
Your Professional Summary	One school district in Arizona has a mentor support program for students who have refugee status. Their mentors are meant to act as additional support people to meet the needs of refugee students within the district. This study sought to understand how youth mentors participate in a child's support team- understanding dynamics between mentor and the child and family as well as the mentor with other staff and administration. Data were collected over an 18-month case study, from 2014-2016. The data was collected during a period of high influx of refugee students, as the district currently had over 200 students with refugees status and they were expecting hundreds of additional enrollees in the coming years. The district had 11 full-time mentors hired to provide case management support and translation for students with refugee status. All 11 mentors, 16 student parents, five teachers and five principals were interviewed. Mentors expressed the importance of respect from principals and teachers. Some felt that the full extent of their role could not be actualized due to the ignorance of teachers and principals. Additionally, mentors had an ongoing difficulty asserting the distinction of their role from the interpretation department. Finally, mentors expressed passion and pride for their role in the lives of children and families.

Appendix C: Mentor Program Recruitment Materials
Mentor Program Flyer

Become a Beyond Bethany Mentor!

Beyond Bethany mentors promote the independence of young women who have been forcibly displaced by conflict and persecution.
Bethany House residents come from all over the world to seek safety and asylum in America. Adjusting to a new country and culture is challenging, but the guidance of a mentor is key in helping a young woman thrive in her transition to life in America. Our Beyond Bethany mentoring program matches current and former Bethany House residents with female mentors. Beyond Bethany's 3B curriculum for mentoring provides activities in the area of mental health (Breathe), personal finance (Budget), and promoting independence (Begin). Mentors and mentees meet at least once per week, collaborating in setting goals related to education, work, and housing. With the help of Beyond Bethany mentors, mentees discover and achieve their potential.

Mentor Qualifications

- Must identify as a woman (transgender mentors welcome)
- Must be at least 22 years old
- Must live in Chicago or surrounding suburbs
- Must have a strong commitment to social justice
- Must practice cultural humility, critically analyzing her own identity, culture, power, and belief system in relation to the community. Beyond Bethany mentors are comfortable talking about issues such as race, religion, culture, current events, and socioeconomic status.

Mentoring Program Requirements

- Commit to a 1:1 mentorship relationship for at least one year
- Strive to at least one hour each week
- Meet at mentee's home (Bethany House or mentee's apartment)
- Set and work toward achieving your mentee's personal goals
- Log sessions with your mentee on a monthly basis
- Complete quarterly surveys to monitor progress in mentor/mentee relationship
- Maintain communication with Beyond Bethany staff

Questions about the Beyond Bethany mentoring program should be directed to Beyond

Bethany director, Darlene Gramigna (darlenegram@gmail.com).

Application Process

Thank you for your interest in becoming a Beyond Bethany Mentor! Our application process ensures the safety of the women we support at Bethany House. Mentors who are matched with a mentee are required to complete a federal background check prior to meeting their mentee ($30).

1. **Complete Mentor Interest Form**
   - Beyond Bethany Staff will email you the link to virtual info session and Mentor Application
0. **View Virtual Info session-** Virtual info session is a 20-minute voiceover powerpoint.
0. **Complete Mentor Application**
   - If selected, Beyond Bethany Staff will email you to coordinate a zoom interview.
0. **Zoom Interview**
   - If selected, Beyond Bethany Staff will email you to coordinate an in person interview.
0. **Complete In-Person Interview (?)**
   - If selected, Beyond Bethany Staff will email you with instructions to complete a federal background check.
0. **Complete Background Check**
   - If selected, Beyond Bethany Staff will email you with instructions to complete virtual training. Training content takes 2-3 hours to complete.
0. **Complete Virtual Training**
   - After completing training, Beyond Bethany staff will contact you with information regarding the program's current need for mentors.
0. **Mentee Match**
   - New residents come to the Bethany House throughout the year. Once you complete the application process, it may take some time to be matched with a mentee. It's important to Beyond Bethany staff that we create mentor/mentee pairings that will offer a meaningful experience for both the mentee and mentor.

Questions about the Beyond Bethany mentoring program and application process should be directed to Beyond Bethany director, Darlene Gramigna (darlenegram@gmail.com).

Appendix D: Mentor Application

Beyond Bethany Mentor Application

Thank you for considering becoming a Beyond Bethany Mentor! Beyond Bethany mentors play a critical role in promoting the independence of young women who have been forcibly displaced by conflict and persecution. Contact Darlene Gramigna (darlenegram@gmail.com) with any questions regarding the Beyond Bethany program, application, or interview process.

* Required

1. Email *

2. Name *

3. Birthday *

Example: January 7, 2019

4. Address *

5. Phone number *

6. Email Address *

7. What is your gender identification? *

Mark only one oval.

◯ Woman

◯ Man

◯ Nonbinary

8. With what ethnicity do you identify? *

9. What languages do you speak? *
   Please include all languages spoken.

   _____
   _____
   _____
   _____
   _____

10. OPTIONAL: Please upload a copy of your resume.   If you upload a copy of your resume, please skip the "Education" and "Employment History" question.

    Files submitted:

11. Education
    Please provide information on school and year completed. May also include information on certifications obtained. (Skip this question if resume was uploaded)

    _____
    _____
    _____
    _____
    _____

12. Employment History
    Please provide information on your 3 most recent employment opportunities. Include dates employed in each. Feel free to provide additional experiences if related to this mentoring position. (Skip this question if resume was uploaded)

    _____
    _____
    _____
    _____
    _____

13. 1. How did you hear about the Beyond Bethany mentoring program? *

    _____
    _____
    _____
    _____
    _____

14. 2. Describe any intercultural experiences you have had. Examples include (but are not limited to) immigration, living in a different country, going on a service trip, or interaction with organizations that serve individuals from different cultures. *

_____

_____

_____

_____

_____

15. 3. Why would you like to become a Beyond Bethany mentor? *

_____

_____

_____

_____

_____

16. 4. Can you commit to weekly visits with your mentee for at least one year? We understand the need to reschedule due to illness, vacation, or emergency. *

    Mark only one oval.

    ◯ Yes

    ◯ No

17. 5. How long would you be willing to travel to meet with your Beyond Bethany mentee? Would you be traveling by car or public transit? *

_____

Appendix E: Mentor Training Presentation

The Journey to America

- Darien Gap
- Remain in Mexico Program (MPP)
- Title 42

After Arrival

- Refugee, Asylum-seeker, Asylee
- Steps to achieving Asylum
- Humanitarian Parole
- Work Permits
  - Extensions

The Journey to America

- The Darien Gap
- Remain in Mexico Program (MPP)
- Title 42

The Darien Gap

(Paivi & Santeri, 2013)

(Warko, 2007)

Remain in Mexico Program

- Officially called the "Migrant Protection Protocols", or MPP

- Enacted in January 2019 by Trump Administration

- Asylum-seekers stay in Mexico while waiting for their immigration trial

- No resources or support in Mexico
  - Inhumane conditions

(Human Rights Watch, 2020)

(The Refugee and Immigrant Center for Education and Legal Services, 2020)

Updates Since

- MPP terminated in June of 2021
    (Garcia, 2022)

- Reinstated in October of 2021
    - Missouri and Texas Attorneys General believed that Biden illegally terminated the program
    (Garcia, 2022)

- June 30, 2022: Supreme Court determines that Biden **does** have the "discretionary authority" to terminate MPP.
    - Biden administration can once again terminate MPP
    (Totenberg, 2022)

Title 42

- Title 42 of the US Code

- Allows the prohibition of entry into the country if a communicable disease is present in another country

    - Exploited by the Trump administration as an anti-immigration policy during Covid-19

    (American Immigration Council, 2022; Gramlich, 2022)

Expulsion at the Border Under Title 42

Number of migrant encounters at U.S.-Mexico border, by type, April 2020-March 2022

Title 8 — Crossing the border and going to immigration detention

Title 42 — Expelled at the border

(Gramlich, 2022)

Expulsion at the Border Under Title 42

Number of migrant encounters at U.S.-Mexico border, by type, April 2020-March 2022

Trump Administration

Biden Administration

Apprehension under Title 8
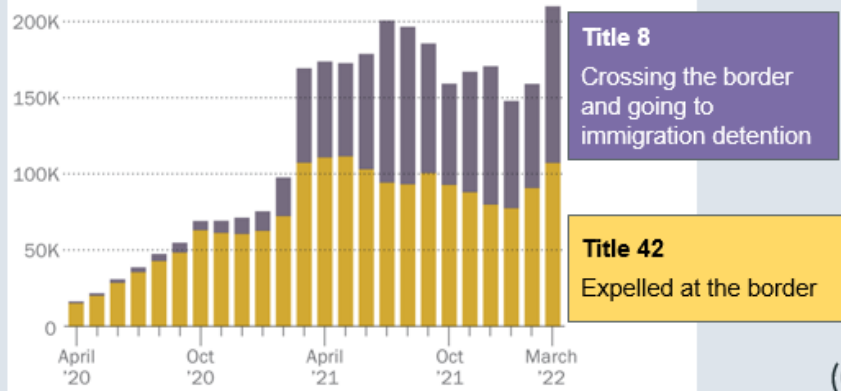
Expulsion under Title 42
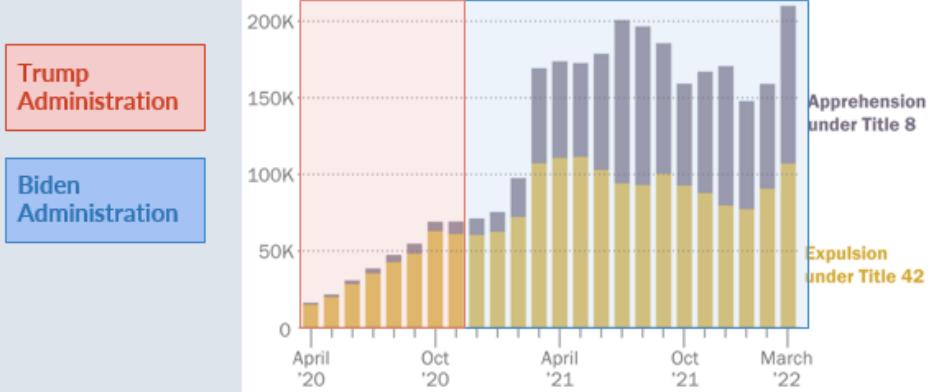
(Gramlich, 2022)

Title 42: Updates

- Biden administration planned to end on May 23, 2022.

- Louisiana Judge blocked Biden administration from ending its enforcement.

- Title 42 continues to be enforced, and migrants continue to be expelled at the border.

(McGill & Spagat, 2022)

From the Border

Stay with Family

- Many families choose not to take in family members due to fear of ICE

Adult Immigration Detention

Non-profit Support

- Bethany House
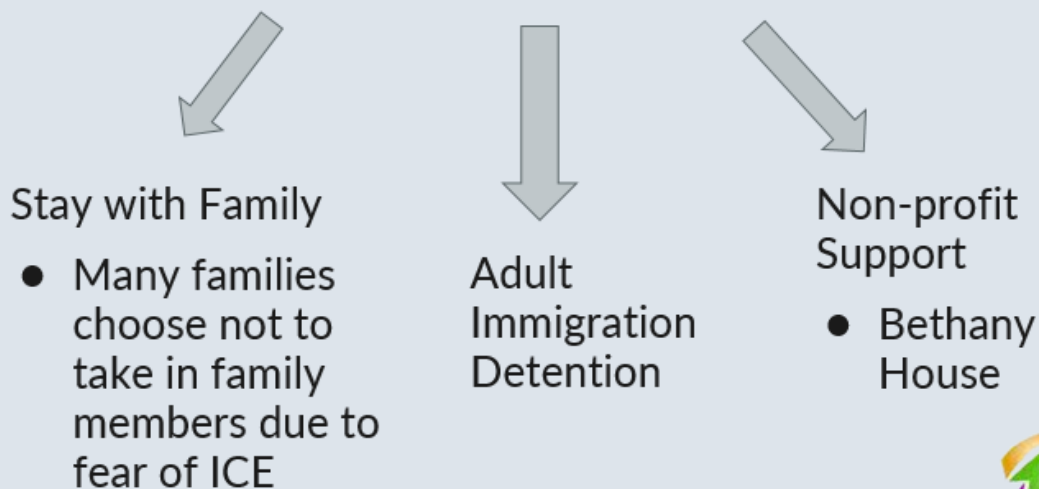
(K. Mulcahy, personal communication, June 23, 2022)

After Arrival

- Refugee, Asylum-seeker, Asylee
- Steps to achieving Asylum
- Humanitarian Parole
- Work Permits
  - Extensions

What is the difference between a refugee, asylum seeker, and an asylee?

People who have crossed an international border to find safety from war, violence, conflict or persecution

• Refugee

Legal processes filed and approved before arrival at host country

1 year

Green Card
Permanent Legal Residency

• Asylum-Seeker

Legal processes filed and approved after arrival in host country

File for legal asylum in 12 months after arrival

• Asylee

An individual who has been granted legal asylum

1 year

Green Card
Permanent Legal Residency

(U.S. Citizen and Immigration Services, n.d.)

The steps to achieving legal asylum

Step #1	Step #2	Step #3
Apply for Asylum	**Complete Interview**	**Receive Decision**
Complete in first 12 months • Form I-589 **Attain legal representation** • Apply with the assistance of a lawyer	• "Credible or Reasonable Fear" Interview • Attend with lawyer and interpreter	• **Grant of Asylum** • **Referral to Immigration Court** • **Notice of Intent to Deny** 16 days to provide additional written evidence • **Final Denial** no opportunity for appeal

(U.S. Citizen and Immigration Services, n.d.)

Step #1	Step #2	Step #3
Apply for Asylum	Complete Interview	Receive Decision

The system is backlogged!

There are delays at every turn.

• Apply with the assistance of a lawyer

lawyer and interpreter

...al written evidence

• **Final Denial** no opportunity for appeal

(U.S. Citizen and Immigration Services, n.d.)

Humanitarian Parole

- Fastest way to enter the country legally

- Granted to thousands of people at once
  - Afghanistan, Ukraine

- No pathway to permanent residence or citizenship
  - Many who came on humanitarian parole also apply for asylum
  - Adds thousands of applicants to an already overwhelmed system

(Howland Zelaya, 2022)

Asylum Reform

- Reform gives more authority to asylum officers, lessening the burden on immigration judges.

- Reform plan leaves things to be desired:
  - "From 5 years to 6 months"
  - This does not provide enough time for individuals to find legal representation and to build their case.

(Sullivan, 2022)

Work Permits

- Employment Authorization Document (EAD)
- Application: Form I-539
  - Can apply 150 days after submitting asylum application
- Renewal
  - Form I-765
  - Needs to be completed every 1-2 years
  - Submit Renewal application as soon as possible once you are 6 months from expiration

(U.S. Citizen and Immigration Services, n.d.)

Work Permits

The system is backlogged!

- USCIS is lengthening work permits.
- If your mentee is concerned, look into current news on work permit extensions.

(U.S. Citizen and Immigration Services, n.d.)

(Fernando Maya Marin, 2017)

Milka and Darly

Reader 1

Milka and her 3 year old daughter, Darly, left their home in Columbia because the gang violence made Milka fear for her and Darly's lives. Their journey to the United States included traveling over 4,000 miles mostly on foot. Their journey took 4 months, including nine days traveling through the rugged Darien Gap. Once arriving at the border, Milka and Darly were expelled at the border twice before being allowed to enter.

Reader 2 **Milka and Darly**

Month 1-5

Step 1 ✔

Milka and Darly now live at a shelter in Texas. Milka knew that it was important to find a lawyer, so she tried her best to find legal representation. Without a cell phone or computer and knowing very limited English, this was a challenge for Milka. She is able to arrange appointments with three lawyers, but each of them charged over $20,000 US dollars for their service. Milka is not able to afford this amount. In her home country, Milka worked full-time at a bakery. She made around $11,000 US dollars each year.

Reader 3 **Milka and Darly**

Month 7-12

Step 1 ✔

The clock is ticking, and Milka is nervous she will not be able to apply for asylum within her 12 month time frame. Her shelter puts Milka in contact with a lawyer that is willing to take her case pro-bono.The social worker says that she is very lucky because there are so few attorneys that take cases without charge. She applies for asylum with her lawyer, and then she waits for an asylum interview. Milka hopes for an interview soon. Her work authorization has not yet been approved, and she and Darly have been moving from shelter to shelter for over a year.

Milka and Darly

Reader 4

After 2 years, Milka gets two pieces of good news! Her work authorization is approved, and she gets notice of an interview date. Her date is nine months from now. She and her lawyer prepare her case, trying to gather as much evidence as she can of her danger in her home country. Milka and her lawyer work to build her case as they wait for criminal records to arrive from her home country. She's worried because much of the violence she experienced was not reported to law enforcement because the gang members threatened her daughter's life if she reported it. This made it difficult to prove her reason for fleeing.

Milka and Darly

Reader 5

Milka and Darly arrive for their " reasonable fear" interview with their lawyer. They're sitting in the waiting room for 45 minutes when a clerk informs them that the officer assigned to her case called in sick today. They could make an appointment for the next available time, a year from now. Milka is frustrated, but there's nothing she or the lawyer can do. She comes back one year later and is able to complete her reasonable fear interview. They wait for a reply. It's supposed to take 2 weeks, but it's been two months and they haven't heard a response yet.

Milka and Darly

Reader 6

After five months, Milka finally receives a response from her reasonable fear interview. She receives notice of intent to deny. She and her lawyer work together to provide additional evidence for her case in writing, but she isn't hopeful that she and Darly will achieve asylum. Milka prepares emotionally to have to return home. She's been working Darly just turned 8 years old now and she will likely be deported before her 9th birthday.

(Fernando Maya Marin, 2017)

Thank you!

You have completed Part 1/5
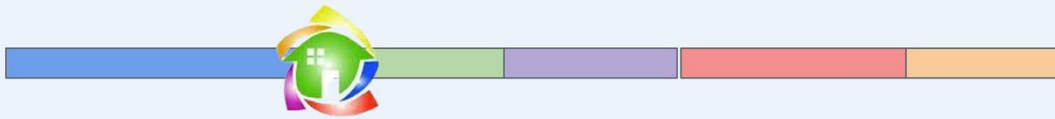
Beyond Bethany Mentorship Program

Erin Bugajski, OTS

Bethany House of Hospitality

- Founded in 2017
  - Moved to Hyde Park in December of 2019

- Provides housing and support services to young immigrant women as they journey to independence.
- Housing option for women who have been forcibly displaced and are seeking legal asylum
  - Alternative to immigration detention

Who Lives at The Bethany House

How old are participants?	• Women ages 18-23, up to 30 years old • Women with or without children
Where do they come from?	• Central America, South America, Africa, and The Middle East
What languages do they speak?	• English, **Spanish**, French, Arabic, Swahili, Urdu, Farsi, and Dari

Beyond Bethany Program

- Supports former Bethany House residents once they leave Bethany House and live in the community.

- One component of Beyond Bethany is the Beyond Bethany mentoring program.

In My Shoes

Think of a time when you were in a foreign environment.

- When have you not known how to navigate a situation due to a cultural difference or language barrier?

- How did that make you feel?

In Her Shoes

What kind of support would she need?

What kind of support would you provide her?

(Ang, 2016)

Expectations of Mentors

- Commit to a 1:1 mentoring relationship for at least 1 year
- Strive to meet at least 1 hour each week
- Meet at mentee's home (Bethany House or mentee's apartment)
- Identify and work toward achieving your mentee's personal goals
- Assist mentee with day-to-day challenges

Expectations

- Log sessions with your mentee on a monthly basis

- Maintain communication with Beyond Bethany staff

- Complete quarterly surveys to monitor progress in mentor/mentee relationship

¡Gracias!

You have completed Part 2/5

Mentor Role

Erin Bugajski, OTS

Who in your life has been a mentor?

- How has this person helped you?
- What made them a good mentor?

Validated *Respected* *Supported*

You Had Great Mentors!
You're Going to Be a Great Mentor

Thank you for choosing to
provide this support to the
women at Bethany.

Believed in *Encouraged*

Mentor

A wise or trusted advisor or guide, A
person, especially an experienced,
older person, who provides personal
or professional guidance.

How does your mentor compare to this
definition?

(Oxford Learner's Dictionaries, n.d.)

Mentor

A wise or trusted **advisor or guide**, A person, especially an **experienced**, older person, who provides personal or **professional guidance**.

Mentor

A wise or **trusted** advisor or guide, A person, especially an experienced, older person, who provides personal or professional guidance.

Building trust

1. Listen

1. Empathize

1. Respect the agency of your mentee
   - Equip them to make informed decisions

1. Smile

Building Trust Despite a Language Barrier

- Maintain regular contact, reaching out for visits

- Make conversation
  - Microsoft Translate- Simple words, avoid idioms

- Do activities together
  - Run an errand that she doesn't feel comfortable doing herself

- Use nonverbal communication

Establish Boundaries

- Think about what support you want to provide to your mentee.

- Discuss your and your mentee's expectations for your mentor relationship
  - Share the help you can and cannot provide

- Reinforce boundaries, if needed.

Not The Role of the Mentor

- **Providing financial assistance to your mentee**
  - Beyond Bethany provides financial assistance
  - Hand-me-downs or small gifts should be given freely, not due to mentee asking for them.
  - Reinforce this boundary, as it comes up
  - Help your mentee to know how to access what she needs

Not The Role of the Mentor

- You don't need to solve her problems
  - Encourage her to solve her own problems
  - Help her identify attainable steps to solve problems
  - Just "Sit there"

Don't just do something! Sit there.

–Thich Nhat Hanh

Benefits and Challenges of Mentoring

Current mentor, Meg Evans

We're here to help!

Concern for your mentee's health or safety?

Please pass it along. We're happy to support them.

!شکریہ

You have completed Part 3/5
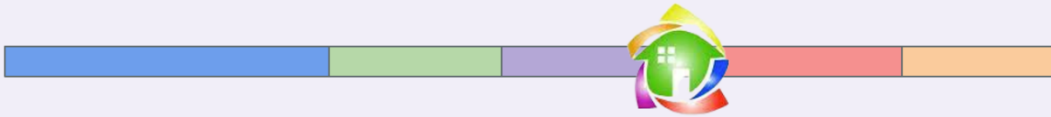
Trauma–Informed Care

Erin Bugajski, OTS

Disclaimer

Take care of yourself, Take breaks, as needed.

What is Trauma?

Trauma is the emotional response we have after a negative life experience.

(American Psychological Association, n.d.)

Trauma is not what happens
to you, it's what happens
inside of you as a result of
what happens to you.

-Dr. Gabor Mate

(Kinley, 2022)

What does it mean to be trauma informed?

1. Realize the widespread impact of trauma

2. Recognize the signs and symptoms of trauma

3. Understand potential paths to recovery

4. Seek to actively resist re-traumatization

(Kinley, 2022)

How does Trauma Impact your Brain?

Cortex

Logic, imagination, planning, and control

Hindbrain

Basic bodily functions

Limbic System

Fear and pleasure

(NHS Lanarkshire's EVA Services, n.d.)

Amygdala

Senses danger, triggers survival response

(fight, flight, freeze, fawn)

Photo: (Raysonho, 2015)

(Raysonho, 2015)

(Pluegar, 2015)

(Tomasso, 2015)

(Raysonho, 2015)

(Pluegar, 2015)

(Tomasso, 2015)

(Corbyn, 2015)

(Comilão, 2015)

(Öljylautta, 2008)

(Wilfredor, 2013)

(Raysonho, 2015)
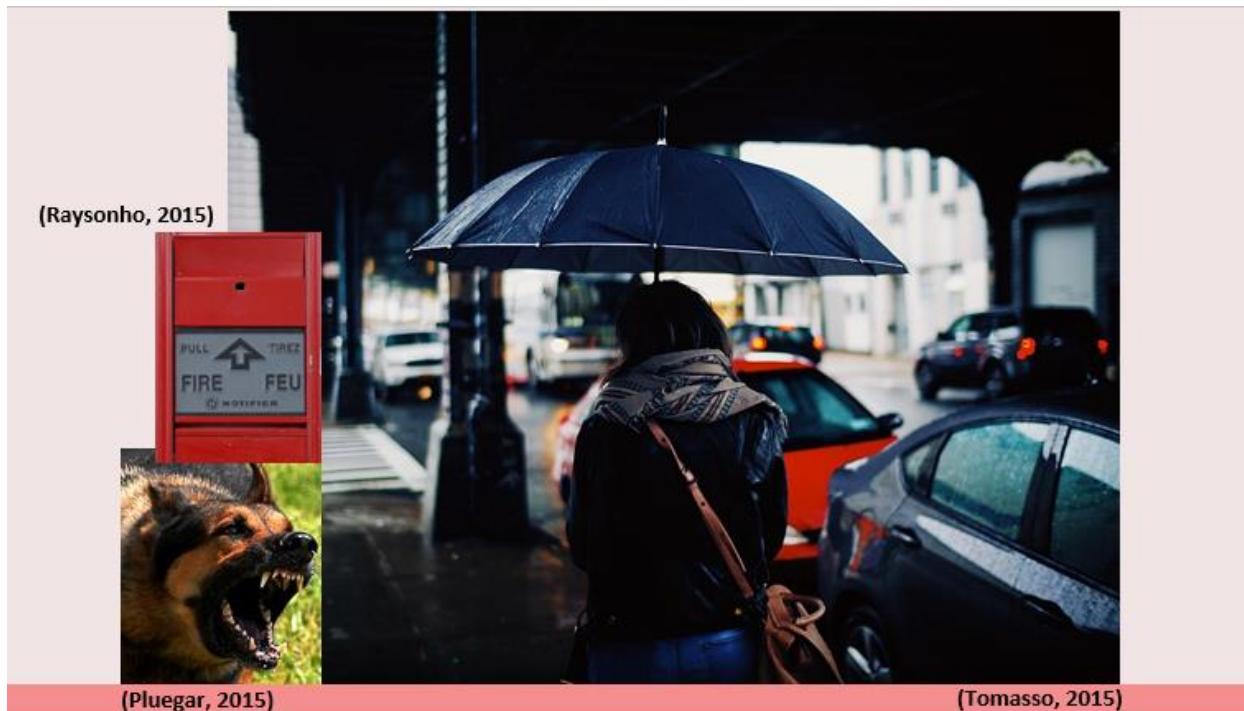
Fight

- Angry Outbursts
- Aggression
- Controlling behavior
- Demands perfection
- Pursues power and control
- Impulsive decision making

Flight

- Panic and anxiety
- "Workaholic", "Overachiever"
- Obsessive and/or Compulsive behaviors
- Always on the go and staying busy
- Over-worrying
- Over analyzing

(Raysonho, 2015)

Freeze

- Depression
- Dissociation
- Brain fog
- Avoiding human contact
- Withdrawal
- Isolation

(Complex Trauma and Healing, n.d.)

Fawn

- People pleasing
- Lack of identity
- Has a hard time standing up for themselves or Saying "no"
- Lack of boundaries
- Defers to others for decision-making
- Avoids conflict
- Prioritizes other people's needs over their own
- Co-dependent relationships

(Moriarty, 2016)

(Moriarty, 2016)

Neuroplasticity

Recovery

(Moriarty, 2016)

Neuroplasticity

The brain's ability to rewire in response to experiences

"Since trauma most often occurs in relationship, healing and recovery must also occur in relationship."

-Jessica Schilling

(Kinley, 2022)

Healthy, supportive, and accepting relationships are healing.

"Trauma robs the victim of a
sense of power and control;
the guiding principle of recovery
is to restore power and control
to the survivor. The first task of
recovery is to **establish
the survivor's safety.**"

–Judith Herman

Establishing Safety

- Give Options

- Ask their opinion

- What makes you feel safe might
  not make your mentee feel safe

Kindness Heals Trauma

Prevent Retraumatization

- Sharing your story can be healing, but it can also be re-traumatizing.

- Only your mentee knows the level of disclosure that will help her to heal.
    - Validate her feelings and express acceptance
    - Don't ask follow-up questions

From Surviving

To Thriving

(Moriarty, 2016)

Go and love someone exactly as they are. And then watch how quickly they transform into the greatest, truest version of themselves. When one feels seen and appreciated in their own essence, one is instantly empowered.

-Wes Angelozzi

(Kinley, 2022)

Asante!

You have completed Part 4/5

Cultural Humility

Erin Bugajski, OTS

Questions

- How does cultural competence differ from cultural humility?

- How can I practice cultural humility?

- What is the importance of cultural humility in my work as a Beyond Bethany mentor?

(Chavez, 2012)

How does cultural competence differ from cultural humility?

Cultural Competence	Cultural Humility
• Assumes that complete knowledge of another culture can be achieved	• Acknowledges that there are limits to what can be understood about another person's culture.
• Assumes similarity within cultural groups	• Assumes diversity even within cultural groups
• Learn until "competence" is achieved	• Lifelong learners

(Chavez, 2012)

How do I practice cultural humility?

Practicing Cultural Humility

- **Identify the cultures that you do and do not have knowledge of**
  - Start with yourself
  - Identify what you have knowledge of
  - Acknowledge your own ignorance without shame

- **Seek understanding of other people's perspectives.**
  - Be a lifelong learner

(Chavez, 2012)

What is the importance of cultural humility in my work as a Beyond Bethany mentor?

Cultural Humility as a Mentor

- Have curiosity about your mentee's background and perspective

- Seek to understand the things she will and will not have knowledge of as an immigrant

  - Encourage pride in her cultural identity
  - Assist her to practice within American culture

Encourage Pride in Her Cultural Identity

(NPS Photo, 2021)

¡Felicidades!

You have completed
The Beyond Bethany Mentor Training!
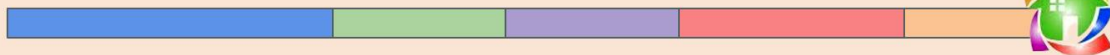
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Appendix F: Mentor Training Survey

Beyond Bethany Mentor Survey

Statement of Consent

You are invited to participate in this quality improvement project to support the quality of the Beyond Bethany mentor training program. This project is being conducted by Erin Bugajski, student of Occupational Therapy at St. Catherine University. The purpose of this survey is to collect information on the quality of Beyond Bethany mentor training material. The survey collects information on your personal experience of the training and your perception of your own preparedness to be a Beyond Bethany mentor. The data that we collect from this survey will be used to improve the training for future mentors. It will take approximately 10 minutes to complete.

Your responses to this survey will be anonymous and results will be presented in a way that no one will be identifiable. Your participation is voluntary and your decision whether or not to participate will not affect your relationships with the Beyond Bethany staff or mentees. If you decided to stop at any time you may do so. You may also skip any item that you do not want to answer. If you have any questions about this project, please contact Erin Bugajski (etbugajski348@stkate.edu) or the Institutional Reviewer Board Chair: John Schmitt, PT, PhD, 651.690.7739; jsschmitt@stkate.edu.

By responding to items on this survey you are giving us your consent to allow us to use your responses for quality improvement purposes.

You may keep a copy of this form for your records.

Beyond Bethany Mentor Training Feedback

Thank you for your participation in this training and for providing your feedback on this presentation. It'll help make this even better for future mentees!

1. **After completing this training, I believe that I am better equipped to be a mentor for current and former Bethany House participants.**

   Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

2. **Following this training, I believe I can practice trauma-informed care when building a relationship with my mentee.**

   Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

3. **Following this training, I believe I can practice cultural humility when building a relationship with my mentee.**

   Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

4. **Did the presentation provide enough information on this topic?**

   Policy related to people seeking asylum

   Mark only one oval.

   ◯ Too little

   ◯ Just Enough

   ◯ Too much

5. **Did the presentation provide enough information on this topic?**

Bethany House of Hospitality

Mark only one oval.

- ◯ Too little
- ◯ Just Enough
- ◯ Too much

6. **Did the presentation provide enough information on this topic?**

Information on the Beyond Bethany program

Mark only one oval.

- ◯ Too little
- ◯ Just Enough
- ◯ Too much

7. **Did the presentation provide enough information on this topic?**

My role as a mentor

Mark only one oval.

- ◯ Too little
- ◯ Just Enough
- ◯ Too much

8. **Did the presentation provide enough information on this topic?**

Trauma-Informed Care

Mark only one oval.

- ◯ Too little
- ◯ Just Enough
- ◯ Too much

9. **Did the presentation provide enough information on this topic?**

Cultural Humility

Mark only one oval.

( ) Too little

( ) Just Enough

( ) Too much

10. **Which topic did you find most helpful?**

Mark only one oval.

( ) Policies for Asylum-seekers (Darien gap, MPP, Title 42, Asylum process)

( ) Bethany House and Beyond Bethany Program

( ) Mentor Role

( ) Trauma-Informed Care

( ) Cultural Humility

11. **Do you have any additional concerns about becoming a mentor? If yes, please share.**

12. **Do you have any other questions, comments, or concerns regarding today's training or your role as a Beyond Bethany mentor? If yes, please share.**

Appendix G: Mentor and Mentee Follow-up Surveys

Beyond Bethany Mentor Survey- 3 Months After Match

How is your experience with your mentee? Any challenges you'd like to discuss?	
What have you and your mentor been doing or working on together?	
Do you have any concerns about the health or safety of your mentee?	
Are there any resources your mentee seems to need?	
Any other questions, comments, or concerns? Any support you would like from Beyond Bethany staff?	
Would you like to schedule a meeting with Darlene to discuss anything further? If yes, we will reach out to schedule.	**Yes** **No**

Beyond Bethany Mentor Survey- 6 Months After Match

How has your experience with your mentee been so far? Any challenges you'd like to discuss?	
What have you and your mentor been doing or working on together?	
Do you have any concerns about the health or safety of your mentee?	
Are there any resources your mentee seems to need?	
Any other questions, comments, or concerns? Any support you would like from Beyond Bethany staff?	
Would you like to schedule a meeting with Darlene to discuss anything further? If yes, we will reach out to schedule.	**Yes** **No**

Beyond Bethany Mentor Survey- 12 Months After Match

How is your experience with your mentee? Any challenges you'd like to discuss?	
What have you and your mentor been doing or working on together?	
Do you have any concerns about the health or safety of your mentee?	
Are there any resources your mentee seems to need?	
What was your favorite part about being a Beyond Bethany mentor? What have you learned from your mentee?	
What was the biggest challenge of being a Beyond Bethany mentor?	
Are you interested in continuing your role as a mentor for your current mentee? Would you like to continue participation in the program with a new mentee?	

Beyond Bethany Mentee Survey- 3 Months After Match

How has your experience with your mentor been so far? Any challenges you'd like to discuss?	
What have you and your mentor been working on or doing together?	
What is something you would like to accomplish in the next year? Is there any way you would like your mentor's support in achieving this goal?	
Any other questions, comments, or concerns? Any support you would like from Beyond Bethany staff?	
Would you like to schedule a meeting with Darlene to discuss anything further? If yes, we will reach out to schedule.	**Yes** **No**

Beyond Bethany Mentee Survey- 6 Months After Match

How has your experience with your mentor been? Any challenges you'd like to discuss?	
What have you and your mentor been working on or doing together?	
Recall the goal you said you were hoping to accomplish in the next year. Is there any way your mentor can support you in achieving this goal?	
Any other questions, comments, or concerns? Any support you would like from Beyond Bethany staff?	
Would you like to schedule a meeting with Darlene to discuss anything further? If yes, we will reach out to schedule.	**Yes** **No**

Beyond Bethany Mentee Survey- 12 Months After Match

How is your experience with your mentor? Any challenges you'd like to discuss?	
What have you and your mentor been doing or working on together?	
Recall the goal you said you were hoping to accomplish in the next year. Is this still a goal of yours? Have you made any progress on this goal?	
What was your favorite part about having a Beyond Bethany mentor? What have you learned from your mentor?	
What was the biggest challenge in your relationship with your mentor?	
Would you like to schedule a meeting with Darlene to discuss anything further? If yes, we will reach out to schedule.	**Yes** **No**

Appendix H: Final Poster Presentation